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ABSTRACT

The purpose of this study was to evaluate French programs in Alberta. Evaluation teams visited schools in four jurisdictions; each school jurisdiction provided a representative sample of 50 non-Francophone students at each of the grades 6, 9, and 11, and a sample of 25 dropouts from the program in each of the grades 6 and 11. Tests and questionnaires were designed to determine: the attitude of students and teachers to existing French programs; the reaction of students to proposed activities in revised French programs; the attitude of parents and students to the study of French in general; and students' levels of performance in aural comprehension and oral French expression. Specifically, students were tested on aural comprehension, question-answering ability, task completion, descriptive ability, and question-asking ability. It was found that: (1) there is considerable support for learning French; (2) ability to use French effectively increases appreciably at each grade; (3) students do not think they will be sufficiently fluent by the end of grade 12; teachers tend to agree; (4) students at all grades are weakest in aural comprehension and question-asking skills; and (5) parents and elementary school students and teachers see cultural understanding as a major objective; secondary-level students do not. Five recommendations are made on the basis of this study. Statistical data is provided; and parent, student and teacher questionnaires are appended. (Author/CPM)

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THE ALBERTA MODERN LANGUAGE STUDY

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AN ASSESSMENT OF THE PROGRAM IN FRENCH AS A SECOND LANGUAGE

(Short Title: The Alberta Modern Language Study)

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The Faculty of Education
University of Alberta
1975

TABLE OF CONTENTS

		Page
Introduction		0.1
	Specific Objectives of the Study	0.2
	Procedure	0.3
Study One	THE ATTITUDES TOWARD THE FRENCH PROGRAM OF STUDENTS ENROLLED IN NON-FRENCH GRADE SIX CLASSES	1.1
Study Two	OPINIONS EXPRESSED BY PARENTS OF CHILDREN CURRENTLY ENROLLED IN THE FRENCH PROGRAM WITH RESPECT TO THE PROGRAM AS IT NOW STANDS	2.1
Study Three	OPINIONS EXPRESSED BY STUDENTS AT THE GRADE NINE AND ELEVEN LEVELS WHO HAVE STOPPED TAKING FRENCH AT SOME POINT IN THE PAST	3.1
Study Four	THE ATTITUDES TOWARD THE FRENCH PROGRAM OF STUDENTS ENROLLED IN THE PROGRAM AT THE GRADE SIX LEVEL	4.1
Study Five	THE ATTITUDES TOWARD THE FRENCH PROGRAM OF STUDENTS ENROLLED IN THE PROGRAM AT THE GRADE NINE LEVEL	5.1
Study Six	THE ATTITUDES TOWARD THE FRENCH PROGRAM OF STUDENTS ENROLLED IN FRENCH 20 AT THE GRADE ELEVEN LEVEL	6.1
Study Seven	THE ATTITUDES TOWARD THE FRENCH PROGRAM OF STUDENTS ENROLLED IN FRENCH 21 AT THE GRADE ELEVEN LEVEL	7.1
Study Eight	GENERAL ATTITUDES TOWARD THE FRENCH PROGRAM AS IT IS NOW OFFERED OF STUDENTS ENROLLED AT THE GRADE SIX, NINE, AND ELEVEN LEVELS	8.1
Study Nine	ATTITUDES TOWARD SPECIFIC PROGRAM ACTIVITIES EXPRESSED BY STUDENTS ENROLLED IN GRADES SIX, NINE, AND ELEVEN	9.1
Study Ten	STUDENT PREFERENCE FOR TYPE OF LEARNING APPROACH AS INDICATED BY SELECTION OF ONE OF THREE IMAGINARY FRENCH CLASSES	10.1

		Page
Study Eleven	TEACHER PROGRAM ATTITUDES, PRE- AND IN-SERVICE PREPARATION, AND PRIORITIES IN THE FRENCH CURRICULUM	11.1
	Part Two	
	ANALYSIS OF THE RESULTS OBTAINED IN ORAL TESTING	12.1
Test One	AURAL COMPREHENSION WITHOUT VISUAL CUES	12.2
Test Two	QUESTION - ANSWER WITH VISUAL CUES	12.6
Test Three	TASK COMPLETION (SPECIFIED)	12.9
Test Four	DESCRIPTIVE ABILITY WITH VISUAL CUES	12.12
Test Five	QUESTION - ASKING ABILITY (INTERVIEWING)	12.16
	SUMMARY OF PART II DATA AND RELATED STATISTICAL TABLES	12.19
Test One	.....	12.19
Test Two	.....	12.20
Test Three	.....	12.21
Test Four	.....	12.22
Test Five	.....	12.25
	Part Three	
	DISCUSSION OF THE FINDINGS	13.1
Study One	.....	13.1
Study Two	.....	13.6
Study Three	.....	13.8
Study X	ANALYSIS OF STUDIES FOUR, FIVE, SIX, AND SEVEN .	13.11
Study Eight	.....	13.19
Study Nine	.....	13.26
Study Ten	.....	13.33

		Page
Study Eleven	.....	13.35
Part Two	DISCUSSION OF THE STATISTICAL FINDINGS BASED ON THE EVALUATION OF ORAL FLUENCY AND AURAL COMPREHENSION	13.37
Conclusions	.....	14.1
Appendix One	NON - FRENCH - PROGRAM GRADE SIX QUESTIONNAIRE .	15.1
Appendix Two	PARENT QUESTIONNAIRE	16.1
Appendix Three	DROPOUT QUESTIONNAIRE	17.1
Appendix Four	PINK QUESTIONNAIRE	18.1
Appendix Five	GOLD QUESTIONNAIRE	19.1
Appendix Six	CLASSROOM DESCRIPTION QUESTIONNAIRE	20.1
Appendix Seven	PUPIL INFORMATION AND GENERAL ATTITUDE QUESTIONNAIRE	21.1
Appendix Eight	STATISTICAL TABLES - STUDIES EIGHT AND NINE.....	22.1
Appendix Nine	RESULTS OF PILOT EVALUATION	23.1
Appendix Ten	LETHBRIDGE STUDY	24.1
Appendix Eleven	EDMONTON CATHOLIC SCHOOLS GRADE SEVEN STUDY	25.1
Appendix Twelve	TEACHER QUESTIONNAIRE	26.1

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THE ALBERTA MODERN LANGUAGE STUDY

Introduction

Identification of the Problem

Despite recent improvements in modern language teaching in Alberta there is still evidence of dissatisfaction in some parts of the community with the results that we are achieving. The belief still appears to be very strong among parents that our programs should be making their children more bilingual than they are, and dwindling enrolments testify to the disenchantment of large segments of the student body. Regretably, we still do not know on any objective basis to what extent existing time allotments and current teaching practices will enable us to realize the goal of functional bilingualism. Fortunately we have begun to spell out in detail the specific competences appropriate to each level of instruction. We have also acquired expertise in assessing the attitudes and aptitudes of individual students, as well as the views of other members of the community as they relate to modern language learning. We are in a position, probably for the first time in our history, to determine the degree to which we are realizing our objectives, together with the extent to which external factors may be aiding or impeding our progress.

Since these external factors do influence our programs, it is important to know as precisely as possible the extent to which the community is supportive of our French programs. In this situation community must be given the widest possible interpretation to include students, both those participating and those not participating in the program, parents, and teachers. Ideally it should also include principals, superintendents, trustees, and members of the public at large, but this is beyond the scope of the present study. An assessment of the points of view of all these people must necessarily take place concurrently with any evaluation of linguistic competence and performance of the student himself.

Even in the assessment of student mastery of the language there are pitfalls of which we were unaware until very recently. In the past we have relied very heavily on standardized tests to assess our programs. Such norm-referenced tests are indeed useful for rank-ordering students or for comparing two populations, but their use as a tool to evaluate the extent to which program objectives are being realized is beginning to be questioned. In this connection, the research conducted by a team headed by Gerald Newmark may be relevant.

Their findings, based on an in-depth, criterion-referenced testing program of Spanish FLES classes in California, are analyzed by Rebecca Valette, a recognized authority in the field of modern language testing. After a thorough analysis of Newmark's work, Dr. Valette concludes that, "The striking and rather frightening conclusion was that students were attaining only a small percentage of the stated objectives of the three courses of study."

With respect to any proposed program of evaluation in Alberta, however, it is her next comments that have implications for such a study. She suggests that, "With respect to language testing, this study is of singular importance:

(1) it demonstrates the feasibility of criterion-referenced testing within the context of a large-scale research project, and

(2) it leads one to question whether the traditional method of evaluating only a small sample of the linguistic course objectives might not obscure serious deficiencies in learning conditions and teaching materials."*

On the basis of Dr. Valette's comments, then, it appeared to be both desirable and feasible to conduct an in-depth assessment of the modern language teaching situation, in this case in French, in various communities in Alberta. Such a study will provide us with hard data against which to measure future trends. The timing of this study was especially important owing to the fact that it was to be carried out in the last year before the newly revised objectives of the Department of Education's French program could begin to make their influence felt. Its results, therefore, allow us to establish a datum point against which to compare progress in the next few years.

Should a program of evaluation such as the one mentioned above reveal shortcomings or problem areas, this fact will have implication for future curriculum development, teaching methods, and by extension, our approach to teacher education, both pre- and in-service. In addition, the techniques and instruments devised will be of such a nature that they may be adapted to similar studies in other languages.

Specific Objectives of the Study

The specific objectives of the study are to determine:

1. The attitudes and expectations of the broad community with respect to the French program.

2. The attitude and motivation of students enrolled in the program.

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* Rebecca M. Valette. "Testing," in Emma M. Birkmaier, ed. The Britannica Review of Foreign Language Education, vol. 1. Chicago: Encyclopedia Britannica, 1968, pp. 343-74.

3. The attitude of dropouts from and non-participants in the program.

4. The linguistic performance of students enrolled in the French program at the end of Grades Six, Nine, and Eleven.

5. The attitude, motivation, and preparation of teachers involved in the program.

Procedure

The original proposal had suggested that a single school jurisdiction be selected and an exhaustive evaluation of Grade Six, Nine, and Twelve students participating in the French program in that jurisdiction be made. In addition, teachers not directly involved in the program, principals, senior school district administrators, school trustees, and other members of the community were to be interviewed to determine the total modern language situation in that area. It was later decided as a result of discussion between the Department of Education and the principal investigator to alter the focus to include a variety of school systems in different parts of the Province rather than a single area. Since the original funding was to remain the same, samples were to be studied, rather than whole populations, and questionnaires and interviews relating to the program were to be administered only to teachers involved in the program.

In addition, owing to the approach of the end of the school year and the consequent demands on the time of the Grade Twelves, it was decided to substitute for them students enrolled in French 20 and French 21.

An attempt was made to include as wide a geographic distribution of school jurisdictions as possible, but since one criterion for participation was that there had to be an on-going program at the elementary school level, this eliminated a great many areas from consideration. Lethbridge, Calgary, and Edmonton Public Schools expressed their regrets at not being able to participate, but heavy demands had already been made on their schools for research and other purposes during the school year. The opposite view was expressed by one Superintendent who regretably had no elementary school program, but who asked, "Come and see us anyway. No one ever does any research here."

Fortunately the other jurisdictions who had been approached were able to participate. These included: Edmonton Catholic Schools, the County of St. Paul, the County of Lacombe, and Red Deer Public Schools. At this point, I should like to express my thanks to the Superintendents, Directors of Instruction, Supervisors, Principals, and Teachers of these areas who gave us every assistance in carrying out the evaluation.

Schools were asked to provide a representative sample of fifty students across the school jurisdiction at each of the Grade Six, Nine, and Eleven levels, non-Francophone, such students to have taken French for at least one additional year in the case of the Grade Sixes, two additional

years in the case of the Grade Nines, and at least four additional years in the case of the Grade Elevens. These requirements proved to be somewhat difficult to provide in some areas. The occasional student was not considered by the jurisdiction to be Francophone, but proved to be; not all jurisdictions could provide fifty Grade Elevens, and even when they could, many students had begun French only in Grade Ten.

Each school jurisdiction was also asked to provide a sample of twenty-five dropouts from the program in each of Grade Nine and Eleven, such students to have taken French for at least one year in the school in which they were then located. Schools provided as many as they could, but this request also proved to be difficult to meet.

As is usually the case in this type of research, representative sample classes were accepted in toto in Red Deer and in Edmonton at each of the grade levels involved.

Conduct of the Evaluation

Evaluation took place in the various schools beginning June 1, 1975. This evaluation took place in two parts. While the principal investigator discussed the entire project with the class involved and administered the various questionnaires, remaining in the classroom to deal with problems of interpretation, a team of assistants set up their equipment in nearby classrooms and carried out the aural comprehension and oral production phases of the testing.

It was decided that each class, except for the non-French Grade Sixes at Ashmont and at Elk Point, would have administered to it a variety of questionnaires which had already been piloted and revised in January 1975 in the Edmonton Public and Edmonton Catholic School systems. These included:

1) A questionnaire seeking certain personal information relevant to the French program as well as some attitude-seeking questions dealing with the total French program and with its relation to external factors. This was completed by all students enrolled in French programs at this time.

2) One or both of two questionnaires, depending on the time available, the first relating to attitudes to existing French programs (the Pink Questionnaire), the other asking for reactions to suggested activities in the French program (the Gold Questionnaire).

3) All students who completed the above-mentioned questionnaires were also asked to react to three different classroom organizational strategies, and to express a preference for one of them.

Every second student was given a questionnaire for his parents to complete. In addition, the Ashmont and Elk Point Grade Sixes, who do not

take French until junior or senior high school, were asked to complete a special questionnaire designed to assess their attitudes to the study of French before being exposed to the French program. In each junior and senior high school, the administration had been asked to provide a sample of students at the Grade Nine and Eleven levels who had elected not to continue with the French program. These were given a special questionnaire which attempted to establish their reasons for dropping out of the program and to determine their attitude toward the study of French in general.

While these were being completed, the testing team attempted to test as many students as possible in each class on the basis of the following types of evaluation:

1) Aural comprehension
   a) without visual cues
   b) with visual cues
2) Question answering ability
3) Task completion (specified)
4) Descriptive ability (with visual cues)
5) Question asking ability (interviewing)

These were all regarded as skills which transferred to real-life communication situations. Apart from the visual cues, the same tests were used for all grade levels in an attempt to find out the extent to which proficiency increases as the student progresses through the program.

While all this was taking place, their teachers were asked to complete a questionnaire relating to their preparation, attitudes to the programs being used, and suggestions for in-service activities.

The testing proved to be an exhausting business, and I should like to express my very sincere thanks to the girls who made up the testing team: Miss Betty Chalmers, Mrs. Eileen Mageau, Miss Phyllis Medhurst, Miss Judy Picowich, and Miss Marcia Zutter. I can think of no finer tribute to them than to quote the principal in one school who watched them working with his students for awhile and finally turned to me and said, "How did you ever find a group of people who work as well with children as those girls do?"

Finally, I should like to thank my daughter, Anne, who spent many hours arranging materials so that the rest of the team could get right to work on the problems of assessment and transcription.

Study One THE ATTITUDES TOWARD THE FRENCH PROGRAM OF STUDENTS ENROLLED IN NON-FRENCH- PROGRAM GRADE SIX CLASSES

Description

Fifty-three students of both sexes enrolled in Grade Six classes in Ashmont and Elk Point to which French was not taught were asked to complete a questionnaire (Appendix One) in order to determine their attitudes toward:

1) The learning of French in general.

2) Their willingness to take part in the French program.

3) Their priorities as to the subject content of the French program.

While it is obviously impossible to attribute attitudes with any degree of certainty to contact with others, it was also felt desirable to determine whether or not older siblings, themselves involved in French programs, had influenced in any way the thinking of their younger brothers and sisters about such programs. Finally it was hoped to determine the extent of contact with Francophones that these children had had.

The Data

Table 1.1 Composition of the Sample

School	male	female	total
Ashmont	17	13	30
Elk Point	14	9	23
	31	22	53

Table 1.2 Linguistic Situation in the Home

	English only	Languages other than English*
Ashmont	9	21
Elk Point	6	17
	15	38

* Indicates only that one or more parent can speak a language other than English, not that such a language is used in the home.

Table 1.3 Languages Spoken by Parents

	Ukrainian	French	German	Cree	Polish	Norwegian	Gaelic	Swedish
Ashmont	9	4	2	6	1	1	2	0
Elk Point	10	4	5	1	1	2	0	1

Romanian 1 (Ashmont) Yugoslavian 1 (Ashmont)

Table 1.4 Children with Older Siblings Studying French in Junior or Senior High School

(Figures are given in per cent)

Ashmont	46.6
Elk Point	73.9

The Elk Point figure may be explained by the fact that Ashmont students do not begin French until Grade Ten, while those at Elk Point may begin in Grade Nine.

Table 1.5 Perception by the Grade Six Students of the Attitudes of Their Older Siblings Toward the Study of French.

	Pleased	Not Pleased	Don't Know
Ashmont	42.85	7.15	50.0
Elk Point	29.41	17.65	52.94

Table 1.6 Attitude of Grade Six Students Toward Taking French in the Future

	Very Interested	Interested	Don't Want To	No Opinion
Ashmont	40.0	33.0	20.0	7.0
Elk Point	48.0	26.0	-	26.0

Table 1.7 Perception of Own Progress in School in General

	Very Good	Good	Average	Poor
Ashmont	10.0	56.6	33.3	-
Elk Point	4.35	56.5	34.78	4.37

Table 1.8 Opinion as to Whether or Not French should be a Compulsory Subject

	Compulsory	Non-Compulsory	Don't Know
Ashmont	13.3	63.3	23.3
Elk Point	34.8	65.2	-

Table 1.9 Acquaintance with Speakers of French

	Less Than 5	More Than 5	None
Ashmont	30.0	36.6	33.3
Elk Point	56.5	43.4	-

Table 1.10 Priorities in Studying French

Students were asked to list in order of importance their reasons for suggesting that the study of French was important. First choices were weighted by four, second choices by three, third choices by two, and fourth choices by one. While three of the four categories used are self-explanatory, the term 'People' in this study is to be taken to mean the study of the people who speak the language, i.e., an attempt to obtain cultural understanding. Figures are given in per cent.

	First Choice	Second Choice	Third Choice	Fourth Choice
Ashmont	Speaking 34.6	People 31.84	Reading) Writing)	16.86 16.86
Elk Point	Speaking 32.88	People 32.42	Reading 19.18	Writing 15.52
Combined	Speaking 33.74	People 32.09	Reading 17.9	Writing 16.25

Table 1.11 Effect of Parent Language on Desire to Study French.

	Very Interested	Interested	Don't Want To	Don't Know	Total
Languages Other Than English	20	7	4	6	37
English	3	9	1	2	15
Total	23	16	5	8	52

Table 1.12 Relationship Between Expressed Curriculum Priorities and Desire to Learn French.

Priority Selection	Very Interested	Interested	Don't Want To	Don't Know	Total
People	10	7	4	5	26
Speaking	11	6	2	1	20

Study Two OPINIONS EXPRESSED BY PARENTS OF CHILDREN CURRENTLY ENROLLED IN THE FRENCH PROGRAM WITH RESPECT TO THE PROGRAM AS IT NOW EXISTS.

Description

Parents are seldom involved in decisions affecting the curriculum. For this reason it was felt to be desirable to determine their position with respect to the existing programs in French. During the administration of the student questionnaires, every second student was given an envelope containing one parent questionnaire, and a stamped addressed envelope in which to return the completed questionnaire to the University. The student was asked to address the outer envelope to his parents, and these were then mailed to the home. The parent questionnaire is contained in Appendix Two.

As will be seen from Table 2.1, the percentage of returns is very low, 56.09% overall, which does not approach the 75% minimum suggested by some authorities such as Wiersma*. It may be that parents are reluctant to comment on the school, or that they felt that the information requested was too personal in nature. In view of the comments made by some of the older students at the time that the questionnaires were distributed, I am inclined to favor the former theory.

* William Wiersma. Research Methods in Education. Philadelphia: Lippincott, 1969, p.282.

The Data

Table 2.1 Percentage of Returns

	Edmonton	Red Deer	Rural	Total
Returned	44	25	46	115
Mailed out	74	43	88	205
Per cent	59.4	58.1	52.2	56.09

Table 2.2 Parent Completing Questionnaire

Mother	Father	Both	Not Indicated
82	24	5	4

Table 2.3 Language Background of Responding Parents

	Edmonton	Red Deer	Rural	Total
Both English	18.18	48.0	58.69	40.88
Father Other Language, Mother English	11.36	8.0	13.04	11.3
Father English Mother Other Language	18.18	20.0	10.88	15.65
Both Other Language	52.28	24.0	17.39	32.17

Table 2.4 Language(s) Spoken in the Home

	Edmonton	Red Deer	Rural	Total
English only	70.45	92.0	91.3	83.48
Other (or English plus another language)	29.55	8.0	8.7	16.52

Table 2.5 Attitude of Parents Toward Their Own High School French Program

	Edmonton	Red Deer	Rural	Total
Satisfied	56.82	64.0	50.0	55.65
Dissatisfied	38.84	36.0	41.3	39.13
No reply	4.54	-	8.7	5.22

Table 2.6 Participants in the Decision as to Whether or Not the Student Should Take French

	Edmonton	Red Deer	Rural	Total
Student only	38.64	52.0	63.04	51.3
Parent only	20.45	16.0	6.53	13.91
School only	6.82	8.0	8.69	7.83
Student and parent	22.73	8.0	10.88	14.78
Student, parent, and school	2.27	8.0	4.34	4.34
Parent and school	4.55	-	2.17	2.6
Student and school	-	8.0	2.17	2.6
No opinion	4.55	-	2.17	2.6

Table 2.7 Parent Opinion as to Grade Level at Which French Should Begin

	Edmonton	Red Deer	Rural	Total
Kindergarten	36.36	36.0	26.08	32.17
Grade 1 or 2	34.09	20.0	21.74	26.08
Grade 3 or 4	20.45	32.0	21.74	23.48
Grade 5 or 6	4.55	8.0	6.52	6.09
Grades 7 - 9	4.55	4.0	10.87	6.96
Grades 10-12	-	-	8.78	3.48
No opinion	-	-	4.35	1.74

Table 2.8 Percentage of Parents Requesting Courses in Languages Other Than French

Edmonton	Red Deer	Rural	Total
45.45	60.0	60.86	54.78

Table 2.9 Languages Requested by Parents in Order of Mention

n = 90

Some parents suggested more than one language.
Languages mentioned only once are not included.

German	Spanish	Ukrainian	Russian	Chinese
35.55	21.11	18.88	7.77	5.55

Latin	Italian
5.55	5.55

Table 2.10 Parent Perception of the Number of Hours Required to Learn A Second Language to the Functional Level

	Edmonton	Red Deer	Rural	Total
Less than 500 hours	4.55	8.0	2.17	4.34
500 - 1000	22.73	24.0	15.21	20.0
1000+	29.54	32.0	17.39	25.21
No idea	43.18	36.0	65.21	50.43

Table 2.11 Level of Competence in French Desired by Parents for Children

	Edmonton n= 58	Red Deer n=27	Rural n=52	Total n=137
Ask and answer simple questions	6.89	11.11	19.23	12.41
Participate in discussions easily	46.56	51.85	44.23	46.72
Live in a French community	34.48	22.22	28.85	29.92
Read and write only	6.89	7.41	1.92	5.12
None of these	5.18	7.41	5.77	5.83

Table 2.12 Parent Interest in Having Child Visit a French Community

	Edmonton	Red Deer	Rural	Total
Yes	86.36	88.0	73.91	77.4
No	9.09	4.0	19.56	12.17
No opinion	4.54	8.0	6.52	10.43

Table 2.13 Parent Rationale for Their Child's Study of French

	Edmonton	Red Deer	Rural	Total
1. Helps to meet more people.	21.68	13.[illegible]	16.42	18.0
2. Cultural understanding	16.79	11.94	14.28	14.85
3. Canada a bilingual country	18.19	20.89	7.85	14.57
4. Needed for University	11.19	13.43	15.0	13.14
5. Finish high school	7.69	5.98	16.42	10.85
6. Increased job opportunities	4.89	7.46	7.85	8.0
7. Obtain Francophone friends	8.39	7.46	7.85	8.0
8. Gain the respect of others	6.99	5.98	4.28	5.71
9. Other reasons or did not answer	2.79	10.44	3.57	4.57
10. A person is not educated unless bilingual	1.39	2.98	0.71	1.42

Table 2.14 Parent Priority in Curriculum Content

	Edmonton	Red Deer	Rural	Total
First choice	Speaking 44.33	Speaking 46.53	Speaking 45.17	Speaking 45.13
Second choice	Cultural Understanding 28.4	Reading 27.78	Cultural Understanding 28.58	Cultural Understanding 27.89
Third choice	Reading 27.27	Cultural Understanding 25.69	Reading 26.25	Reading 26.96
n =	264	144	259	667

Study Three OPINIONS EXPRESSED BY STUDENTS AT THE GRADE NINE AND GRADE ELEVEN LEVELS WHO HAVE STOPPED TAKING FRENCH AT SOME POINT IN THE PAST

Description of the Study

Most studies in the area of modern language learning have explored the attitudes of those who are still in the program. Recently, however, the trend has been to take into account as well those who have dropped out of the program for some reason or another. The questionnaire employed to assess their attitudes is found in Appendix Three and is based on one used in the State of Virginia, but with major modifications both as to format and content.

The Data

Table 3.1 Distribution by School and Grade

	Grade 9	Grade 11
Edmonton		
Austin O'Brien	-	8
St. Joseph	-	2
Sir John Thompson	14	
Elk Point		
F.G. Miller	2	7
Lacombe		
Lacombe Composite	-	10
Eckville		
Eckville High School	11	5
Red Deer		
Lindsay Thurber	-	8
Total	27	40

Table 3.2 Distribution by Grade and Sex

	Grade Nine	Grade Eleven	Total
Male	18	19	37
Female	9	21	30
	27	40	67

Table 3.3 Ratio of Men to Women Teachers Involved

Men	Women	About the Same Number of Each
26	27	14

Table 3.4 Number of Years in French to Dropout Point

5+	3-4	2	1
18	41	4	4

Table 3.5 Student's Perception of Own Marks in French Courses

	Grade Nine	Grade Eleven	Total
Excellent	2	2	4
Very Good	4	6	10
Good	10	15	25
Fair	6	12	18
Poor	5	5	10

Table 3.6 Student Opinion of French Courses

	Grade Nine	Grade Eleven	Total
Liked very much	3	4	7
Liked a bit	12	20	32
No opinion	4	9	13
Did not like	8	7	15

Table 3.7 Parent Language

	Grade Nine	Grade Eleven	Total
English	10	20	30
Other Than English	17	20	37

Table 3.8 Language(s) Used in the Home

	Grade Nine	Grade Eleven	Total
English	19	34	53
Other than English	8	6	14

Table 3.9 Number of Francophone Friends

	Grade Nine	Grade Eleven	Total
Five or more	7	12	19
One to four	5	12	17
Nil	15	16	31

Table 3.10 Reasons Given for Dropping French

Table 3.10 is presented in two separate tables, 3.10a and 3.10b. In view of the amount of information contained in this part of the questionnaire it was felt to be desirable to present the data first of all by frequency of mention, then in the same order as given in the questionnaire. While the first table represents the total for the entire group, grade comparisons may be made by referring to Table 3.10b.

Table 3.10a Reasons Given for Dropping French in Order of Frequency of Mention

Item Number		f	%
31.	French classes were very boring.	39	6.951
22.	I found that most of the time I couldn't understand what the teacher was saying.	37	6.595
3.	I lost interest in studying the language.	36	6.417

Item Number		f	%
33.	I found that I had a hard time answering the teacher's questions	36	6.417
17.	The repetition was boring	32	5.7
2.	I wasn't learning enough to justify the time that I was spending on it.	29	5.169
16.	I didn't like the teacher	28	4.991
8.	I just didn't feel that any more French was worthwhile.	26	3.209
11.	The work in French became more difficult and I couldn't keep up with the rest of the class.	24	4.278
10.	I wanted to take another subject instead of French.	23	4.099
13.	The teaching wasn't very good.	20	3.565
9.	I didn't study enough to keep up with the class.	20	3.565
5.	My marks were so low in French that I didn't think that I would make it through the next course.	18	3.208
15.	We tried to cover too much material too fast.	17	3.03
21.	There was too much grammar.	15	2.673
1.	I do not need a language for admission to University.	15	2.673
24.	The language was too hard for me.	15	2.673
20.	I didn't have enough time to study the language as much as I needed to.	14	2.495
26.	I didn't really want to study a language but I had to, so I dropped it as soon as I could.	13	2.317
14.	We didn't speak the language very much in class.	13	2.317
35.	I wanted to take another subject which conflicted with French on the timetable.	11	1.96
25.	There wasn't enough emphasis on the French or French-Canadian people and how they lived.	11	1.96
30.	I couldn't spell very well.	10	1.782
4.	I wanted to learn how to speak the language and I didn't think that the course was going to help me.	10	1.782
6.	I failed the last course.	8	1.426
28.	We weren't learning French as fast as I thought we could.	7	1.247
18.	The time that French took was hurting my marks in my other subjects.	6	1.069

Item Number		f	%
27.	I had to take another subject which conflicted with French on the timetable.	5	0.891
7.	We weren't learning how to read the language.	5	0.891
23.	I really wanted to take another language instead.	4	0.713
19.	I only intended to take French this long anyway.	4	0.713
32.	My parents didn't really want me to take French.	3.	0.417
12.	There was too much homework.	2	0.356
34.	The school that I transferred to didn't have the next course in French.	0	0.0

Table 3.10b Reasons Given at Each Grade Level for Dropping French

To facilitate comparisons, the frequency for each response for each grade and for the total is given as a per cent of the total responses within each grade. Questionnaire items are listed in the same order as in the questionnaire. To save the reader from constant reference to the Appendix containing the original questionnaire, each item is given immediately above the response frequencies for it.

	Grade Nine	Grade Eleven	Total
1. I do not need a language for admission to University.	1.593	3.548	2.673
2. I wasn't learning enough to justify the time I was spending on it.	5.577	4.838	5.169
3. I lost interest in studying the language.	5.577	7.096	6.417
4. I wanted to learn how to speak the language and I didn't think that the courses were going to help me very much.	1.195	2.258	1.782
5. My marks were so low in French that I didn't think that I would make it through the next course.	3.984	2.58	3.208

	Grade Nine	Grade Eleven	Total
6. I failed the last course.	1.992	0.967	1.426
7. We weren't learning how to read the language.	1.195	0.645	0.891
8. I just didn't feel that any more French was worthwhile.	3.984	2.58	3.208
9. I didn't study enough to keep up with the class.	3.585	3.548	3.565
10. I wanted to take another subject instead of French.	4.382	3.87	4.099
11. The work in French became more difficult and I couldn't keep up with the rest of the class.	4.382	4.193	4.278
12. There was too much homework.	0.398	0.32	0.356
13. The teaching wasn't very good.	2.39	4.516	3.565
14. We didn't speak the language very much in class.	1.593	2.9	2.317
15. We tried to cover too much material too fast.	3.187	2.9	3.03
16. I didn't like the teacher.	5.179	4.838	4.991
17. The repetition was boring.	5.179	6.129	5.7
18. The time that French took was hurting my marks in my other subjects.	1.992	0.32	1.069
19. I only intended to take French this long anyway.	1.195	0.32	0.713

	Grade Nine	Grade Eleven	Total
20. I didn't have enough time to study the language as much as I needed to.	2.788	2.258	2.495
21. There was too much grammar.	1.593	3.548	2.673
22. I found that most of the time I couldn't understand what the teacher was saying.	7.569	5.806	6.595
23. I really wanted to take another language instead.	0.796	0.645	0.713
24. The language was too hard for me.	2.788	2.58	2.673
25. There wasn't enough emphasis on the French or French-Canadian people and how they lived.	2.39	1.612	1.96
26. I didn't really want to study a language, but I had to, so I stopped as soon as I could.	2.39	2.258	2.317
27. I had to take another subject which conflicted with French on the timetable.	0.398	1.29	0.891
28. We weren't learning French as fast as I thought we could.	1.593	0.967	1.247
29. None of my friends were going to take French.	0.796	0.967	0.891
30. I couldn't spell very well.	2.788	0.967	1.782
31. French classes were very boring.	5.976	7.741	6.951
32. My parents didn't really want me to take French.	0.796	0.32	0.534

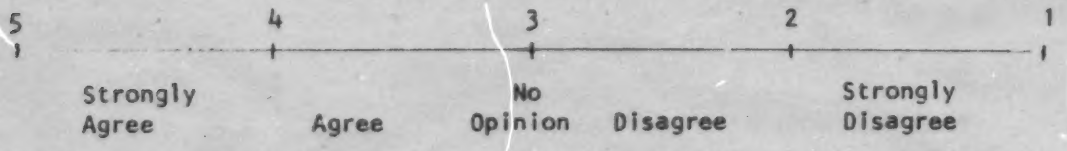
	Grade Nine	Grade Eleven	Total
33. I found that I had a hard time answering the teacher's questions.	5.577	7.096	6.417
34. The school that I went to didn't have the next course in French.	0.0	0.0	0.0
35. I wanted to take another subject which conflicted with French on the timetable.			

Table 3.11 Attitudes Toward Specific Aspects of the Study of French.

Students were asked to react to a series of statements by selecting a position on a five-point scale as shown below:

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
5	4	3	2	1

These results were then tabulated and each position weighted as shown above. In interpreting the results, reference should be made to the following scale:



It will be noted that 'No Opinion' is a point on the scale, while the other categories represent intervals.

	Grade Nine	Grade Eleven	Total
	n = 27	n = 38	n = 65
1. I hope to study French again sometime.			
Mean	3.185	3.0	3.080
s.d.	6.813	7.153	9.318
2. I think that all Canadians should study French.			
Mean	2.857	2.085	2.539
s.d.	6.813	7.152	9.318

	Grade Nine	Grade Eleven	Total
3. French should be a compulsory subject in elementary school.			
Mean	3.107	3.027	3.061
s.d.	7.996	9.397	12.507
4. French should be a compulsory subject in junior high school.			
Mean	2.896	2.75	2.815
s.d.	7.301	7.534	10.688
5. French should be a compulsory subject in high school.			
Mean	2.5	2.166	2.312
s.d.	5.679	5.901	8.211
6. I think that any Canadian who wants to should be able to learn French.			
Mean	4.481	4.75	4.562
s.d.	16.6	21.968	27.603
7. My parents feel that studying French is a waste of time.			
Mean	1.928	2.459	2.23
s.d.	5.312	6.568	8.175
8. I liked French very much when I was taking it.			
Mean	2.75	2.513	2.615
s.d.	6.608	7.171	9.802
9. I feel that Canadians are being forced to learn French.			
Mean	2.548	3.27	3.061
s.d.	6.376	9.631	11.854
10. Even if I couldn't speak the language I'd like to learn more about French Canada and France.			
Mean	3.178	3.194	3.187
s.d.	8.331	9.325	12.749

	Grade Nine	Grade Eleven	Total
11. I wish that in our French course we had studied more about Quebec.			
Mean	3.0	2.833	2.906
s.d	7.779	8.977	10.981
12. Most of the French teachers that I know are really good teachers.			
Mean	3.275	3.108	3.181
s.d.	9.753	9.308	13.127
13. I'd like to have a French-speaking person as a friend.			
Mean	3.107	4.0	3.676
s.d.	9.666	4.149	16.7
14. Some of the music from Quebec and from France is really great.			
Mean	2.407	3.081	2.172
s.d.	7.556	9.897	10.981
15. I'd like to be able to watch French-language television programs.			
Mean	2.185	2.378	2.297
s.d.	5.697	6.73	8.972
16. When I started studying French I really wanted to be able to <u>speak</u> the language.			
Mean	4.107	4.055	4.093
s.d.	13.54	15.427	20.585
17. When I started French I really wanted to be able to <u>read</u> the language.			
Mean	3.814	4.055	3.952
s.d.	11.33	15.45	18.824
18. As many Canadians as possible should be bilingual.			
Mean	3.25	3.388	3.328
s.d.	8.55	11.682	14.113

	Grade Nine	Grade Eleven	Total
19. Most of my friends think that studying French is a waste of time.			
Mean	3.03	3.189	3.123
s.d.	7.67	9.611	12.55
20. I'd encourage my own children to learn French.			
Mean	3.24	3.314	3.281
s.d.	8.728	10.046	13.424

Study Four THE ATTITUDES TOWARD THE FRENCH PROGRAM OF STUDENTS ENROLLED IN THE PROGRAM AT THE GRADE SIX LEVEL

Description of the Study

One hundred thirty-six students enrolled in French programs at the Grade Six level were asked to react to the program in French as a Second Language (hereafter referred to simply as 'French'). They were asked to react to three specific aspects of the program by completing a set of questionnaires. The nature of these questionnaires was as follows:

a) Specific information regarding the student's own progress in French was asked for together with his reasons for taking the subject. A statement of his likes, dislikes, and suggested changes in the program was also solicited. The usual personal information was requested. A copy is contained in Appendix Seven.

b) One half of each class was asked to respond to a questionnaire in which specific activities carried out in most of their French classes were listed as well as certain teaching practices. Students were asked to respond to these statements using a five point scale ranging from Very Much Agree to Very Much Disagree. A copy of this questionnaire is contained in Appendix Four.

c) The remaining half of each class was asked to read descriptions of possible French class activities and to express their opinion as to whether or not they thought they might or might not like these suggested activities, again, using a five point scale. Some students at each grade level completed both questionnaires.*

d) All students were asked to read descriptions of three fictitious classrooms illustrating major differences in teaching approach, and were asked to express a preference for one of the three. The descriptions are contained in Appendix Six.

Only the information conveyed in part (a) is included in the data given here. Data for all grades with respect to (b), (c), and (d) has been grouped and is given at a later stage in the study.

* Appendix Five

The Data

Table 4.1 Composition of the Sample

School	St. Martin	St. Mathew	Eckville	J.S. McCormick	G.W. Smith	Satinwood
Male	14	16	13	10	6	3
Female	12	11	10	18	14	7
Total	26	27	23	28	20	10

Table 4.2 Parental Language (Schools are listed in the same order as for 4.1)

French	6	6	1	1	5	0
Ukrainian	3	11	0	0	0	0
German	4	0	4	5	2	1
Polish	2	1	0	1	0	0
Italian	1	2	0	0	0	0
Swiss	1	0	0	0	0	0
Afracansie	1	0	0	0	0	0
Hungarian	0	1	0	0	0	0
Cree	0	1	0	0	0	0
Norwegian	0	0	1	0	0	1
Dutch	0	0	0	3	0	0
Pharsi	0	0	0	1	0	0
Danish	0	0	0	0	1	0
Spanish	0	0	0	0	1	0
Finnish	0	0	0	0	0	1
Swedish	0	0	0	0	0	1
English	8	5	18	19	11	6

Table 4.3 Language Used in the Home (Schools are listed in the same order as for 4.1 above)

French	5	3	0	0	0	0
Ukrainian	1	10	0	0	0	0
German	2	0	1	2	0	0
Swiss	1	0	0	0	0	0
Afracansie	1	0	0	0	0	0
Polish	1	0	0	1	0	0
Italian	0	2	0	0	0	0
Hungarian	0	1	0	0	0	0
English	15	10	24	23	20	10

Table 4.4 Number of French-Speaking Acquaintances

School	St. Martin	St. Mathew	Eckville	J.S.McCormick	G.W.Smith	Satin-wood
0	8	6	22	16	14	6
1- 5	10	16	3	9	6	2
[illegible]	8	5	0	4	0	2

Table 4.5 Perception of Own Progress in French (Schools are listed in the same order as for 4.4)

a. I am getting very good marks in French.

b. My marks in French are just average.

c. My marks in French are not very good.

a.	26.93	37.04	-	10.34	60.0	30.0
b.	65.38	59.26	62.5	72.41	40.0	70.0
c.	7.69	3.7	37.5	17.25	-	-

Totals

a.	25.74
b.	61.76
c.	12.5

Table 4.6 Comparison of Marks in French and Marks in Other Subjects (Schools are listed in the same order as for 4.4)

a. My marks in French are not as good as my marks in my other subjects.

b. My marks in French are about the same as my marks in my other subjects.

c. My marks in French are better than my marks in my other subjects.

a.	46.16	18.52	70.83	41.38	20.0	40.0
b.	42.31	74.08	25.0	55.17	60.0	50.0
c.	11.53	7.4	4.17	3.45	20.0	10.0

Totals

a.	39.71
b.	51.47
c.	8.82

Table 4.7 Student Perception of Ability to Keep Up With the Class

a. I am having a hard time keeping up with the rest of the class.

b. I am able to keep up with the rest of the class.

c. I think that I could go faster than the rest of the class.

School	St. Martin	St. Mathew	Eckville	J.S.McCormick	G.W.Smith	Satin-wood
a.	11.54	3.7	12.5	3.45	-	10.0
b.	84.62	92.59	79.17	96.55	75.0	90.0
c.	3.84	3.7	8.33	-	25.0	-
	Totals					
a.	6.62					
b.	86.76					
c.	6.62					

Table 4.8 Student Preference for Working at Own or at Class 's Speed (Schools are listed in the same order as for 4.7)

a. I should like to work at my own speed and not have to keep up with the rest of the class.

b. I should like to work at my own speed and go faster than the rest of the class.

c. The class is going just the right speed to suit me.

a.	3.85	11.11	29.17	3.45	-	40.0
b.	11.54	-	4.17	-	15.0	-
c.	84.61	88.89	66.66	96.55	70.0	60.0
	Totals					
a.	13.97					
b.	5.15					
c.	80.88					

Table 4.9 Student Satisfaction With Progress in French

a. I am satisfied with my progress in French.

b. I am having a lot of trouble in French.

School	St. Martin	St. Mathew	Eckville	J.S.McCormick	G.W.Smith	Satin-wood
a.	88.46	81.48	94.12	82.76	100.0	70.0
b.	11.54	18.52	5.88	17.24	-	30.0

	Totals
a.	86.82
b.	13.18

Table 4.10 Student Desire to Continue With French in Following Year

a. I am hoping to drop French next year.

b. I am planning to take French next year.

a.	11.54	37.04	50.0	17.86	-	30.0
b.	88.46	62.96	50.0	82.14	100.0	70.0

	Totals
a.	24.44
b.	75.56

Table 4.11 Student Attitude to French as a Whole

a. On the whole I like French very much.

b. On the whole I like French.

c. On the whole I don't like French.

d. On the whole I hate French.

e. I don't have any opinion one way or the other.

Table 4.11 (continued)

School	St Martin	St. Mathew	Eckville	J.S. McCormick	G.W.Smith	Satin-wood
a.	46.15	14.81	8.33	27.59	40.0	-
b.	34.62	48.15	16.67	55.17	45.0	30.0
c.	15.38	3.7	37.5	-	-	-
d.	3.84	11.12	12.5	3.45	-	-
e.	-	22.22	25.0	13.79	15.0	70

	Totals
a.	25.0
b.	39.7
c.	10.3
d.	5.88
e.	19.12

Table 4.12 Student Priorities in the French Curriculum

In this question the student was asked to list in order of importance as he or she saw it the following goals in the French curriculum.

a. To be able to write the language. (referred to as 'Writing')

b. To be able to speak the language. (Speaking)

c. To be able to learn about and understand the people who speak the language. (People)

d. To be able to understand the language when it is spoken. (Comprehension)

e. To be able to read the language. (Reading)

Student choices were tabulated, then first choices were weighted by five, second choices by four and so on. The percentages resulting from these calculations are given on the following page by school and by overall total.

	St. Martin	St. Mathew	Eckville	J.S.McCormick	G.W.Smith	Satin-wood
First Choice	Speaking 30.75	Speaking 32.15	Speaking 28.66	Speaking 26.67	Speaking 27.37	People 26.23
Second Choice	Compr. 29.25	Compr. 22.83	Compr. 26.79	People 25.71	People 22.8	Compr. 25.41
Third Choice	People 18.21	People 22.51	People 16.51	Compr. 23.81	Compr. 21.75	Speaking 22.13
Fourth Choice	Reading 13.73	Writing 12.22	Reading 14.02	Writing 14.6	Reading 16.49	Writing 19.67
Fifth Choice	Writing 8.06	Reading 10.29	Writing 14.02	Reading 9.21	Writing 11.58	Reading 6.56

Totals

First	Speaking 27.95	Second	Comprehension 24.98	Third	People 21.99
Fourth	Writing 13.36	Fifth	Reading 11.72		

Table 4.13 Student's Ability to Function in a French-Speaking Environment at the End of Grade Twelve

When you finish Grade 12, do you think that you will be able to speak and understand French well enough to live in a French-speaking town or city without too much trouble?

	a. Yes		b. No		c. Don't know.	
a.	26.92	23.08	4.35	17.86	60.0	10.0
b.	11.54	15.38	39.13	7.14	-	30.0
c.	61.54	61.54	56.52	75.0	40.0	60.0

Totals

a.	24.06
b.	15.79
c.	60.15

Table 4.14 Student's Expressed Reasons for Taking French

Note Each reason is expressed as a per cent of the total number of comments made in that particular geographical region. Only the grand totals are rank-ordered.

	Edmonton	Rural	Red Deer	Total
1. Forced to take French	22.06	37.8	0.0	25.69
2. For personal enjoyment	11.76	13.41	34.48	16.2
3. Increased job opportunities	5.88	2.44	27.59	7.82
4. Travel in France	8.82	7.32	6.89	7.82
5. Help in the future (unspecified)	7.35	3.66	10.34	6.15
6. Travel in Quebec	4.41	8.54	3.45	6.15
7. Wish to speak with Francophones	2.94	7.32	10.34	6.15
8. Interested in learning a language (unspecified)	5.88	4.88	3.45	5.02
9. Canada is a bilingual country	4.41	4.88	0.0	3.91
10. Wish to learn French	0.0	6.09	3.45	3.35
11. Parental wishes	4.41	2.44	0.0	2.79
12. Wish to be bilingual	7.35	0.0	0.0	2.79
13. Good to know a second language	5.88	0.0	0.0	2.23
14. University entrance or course requirements	2.94	1.22	0.0	1.67
15. Desire to be able to speak with a Francophone relative	2.94	0.0	0.0	1.11
16. Another relative taking French	1.47	0.0	0.0	0.56
17. French is a commonly-used language.	1.47	0.0	0.0	o.56
n=	68	82	29	179

Table 4.15 Activities Which are Particularly Liked as Indicated in Open-Ended Question Format

Note - Since these preferences appear to be very school-specific the findings have been reported by school. However, the various activities are listed in decreasing order of mention on an overall basis. Activities mentioned only one or two times have not been included. Raw scores only are given. This applies to Table 4.16 as well.

	St.Martin	St.Mathew	Eckville	J.S.McCormick	G.W. Smith	Satin-wood
1.Games	3	6	14	3	8	0
2.Oral Work	6	3	1	5	4	0
3.Filmstrips	0	0	2	5	6	2
4.Vocabulary Development	1	3	1	7	0	0
5.Arithmetic	0	6	0	0	5	0
6.Teacher's approach	6	1	0	3	1	0
7.Reading	0	0	0	0	10	0
8.Songs	3	2	0	0	1	0
9.Writing	2	1	0	4	1	1
10.Variety in lesson	2	2	0	2	0	0
11.Drawing	0	1	0	1	0	3
12.Aural Comprehension	0	4	0	0	0	0
13.Culture	1	0	0	0	2	0
14.Crossword Puzzles	3	0	0	0	0	0

Table 4.16 Activities Particularly Singled Out By Students As Disliked as Indicated in an Open-Ended Question Format.

Note - The note given in Table 4.15 applies equally here. In interpreting the table care must be taken to read it in conjunction with the table just given, since the old adage is still true that "One man's meat is another man's poison."

Table 4.16 (continued)

	St. Martin	St. Mathew	Eckville	J.S.McCormick	G.W. Smith	Satinwood
1. Filmstrips (Bonjour Line)	not used	not used	8	11	6	0
2. Oral Work	3	2	7	2	1	1
3. Television (Parlons français)	8	4		- not used -		
4. Not understanding what is being said	3	1	4	0	3	1
5. Reading materials used	0	6	0	0	0	1
6. Tests	0	1	2	3	1	0
7. Copying from the blackboard	0	0	0	1	0	4
8. Other students who hold up the class	3	1	0	1	1	0
9. Arithmetic	0	3	0	0	1	0
10. Period too short	1	0	0	1	1	0

4.10

Table 4.17 Changes That Students Would Like to See Made in the Program as Indicated in an Open-Ended Questionnaire Item

Note - Since comments seem to be general across a particular program or a particular geographic area, responses are shown in terms of per cent for a particular column. Items are arranged in descending order of frequency based on the total for each item.

	Edmonton	Rural	Red Deer	Total
1. Don't change anything.	24.0	39.34	12.5	29.32
2. Change filmstrips and tapes.	NA	24.59	25.0	14.29
3. Eliminate television.	16.67	NA	NA	6.77
4. Less writing of notes.	0.0	11.46	0.0	5.26
5. More games.	3.7	6.56	6.25	5.26
6. Group students according to progress in French.	1.85	4.92	12.5	4.51
7. More oral work.	5.55	3.28	0.0	3.76
8. Longer French period.	7.4	0.0	6.25	3.76
9. More films.	1.85	4.92	0.0	3.0
10. More plays and skits.	5.55	1.64	0.0	3.0
11. More reading.	1.85	1.64	12.5	3.0
12. More writing.	1.85	0.0	12.5	2.25
13. Less reading.	5.55	0.0	0.0	2.25
14. Fewer tests.	1.85	1.64	0.0	1.5
15. More emphasis on the culture of French-speaking people.	1.85	0.0	6.25	1.5
16. More songs.	0.0	1.64	6.25	1.5
17. Remove non-learners.	3.7	0.0	0.0	1.5
18. Give meaning of sentences in English.	1.85	0.0	6.25	1.5
19. Change the content of the TV	1.85	NA	NA	0.75
20. Teach Canadian French.	1.85	0.0	0.0	0.75
21. More mature content.	1.85	0.0	0.0	0.75

continued

Table 4.17 (continued)

22. Speed up progress through the lessons.	1.85	0.0	0.0	0.75
23. Teach a different language	1.85	0.0	0.0	0.75
24. Make French easier.	1.85	0.0	0.0	0.75
25. Fewer pictures.	1.85	0.0	0.0	0.75
26. More translation.	1.85	0.0	0.0	0.75
n =	54	61	16	133

Study Five. THE ATTITUDES TOWARD THE FRENCH PROGRAM OF STUDENTS ENROLLED IN THE PROGRAM AT THE GRADE NINE LEVEL

Description of the Study

One hundred fifty-five students enrolled in French programs at the Grade Nine level were asked to react to the program in French as a Second Language (hereafter referred to simply as 'French'). They were asked to complete a set of questionnaires whose nature was as follows:

a) Specific information regarding the student's own progress in French was asked for together with his reasons for taking the course. A statement of his likes, dislikes, and suggested changes in the program was also solicited. The usual personal information was requested. A copy is contained in Appendix Seven.

b) Classes were asked to respond to a series of statements which attempted to describe current teaching practices as well as student reactions to them. Students were asked to respond to these statements using a five point scale ranging from Very Much Agree to Very Much Disagree. A copy of this questionnaire is contained in Appendix Four.

c) The second form of the questionnaire contained descriptions of possible French class activities. Students were asked to express their opinion as to whether or not they thought they might like these activities, again, using a five point scale. A copy is contained in Appendix Five.

d) All students were asked to read descriptions of three fictitious classrooms illustrating major differences in teaching approach, and were asked to indicate a preference for one of the three. The descriptions are contained in Appendix Six.

Only the information contained in part (a) is included in the data given here. Data for all grades with respect to (b), (c), and (d) has been grouped and is given at a later stage in the study.

All questionnaires with the exception of those administered in St. Gabriel and Clive Junior High Schools were administered by the principal researcher. Owing to time conflicts those in the schools named were administered by an assistant who had observed the administration of the questionnaires in other classes.

The Data

Table 5.1 Composition of the Sample

School	St.Gabriel	Sir John Thompson	F.G.Miller	Eckville	Clive	Lacombe	Eastview
Male	14	7	2	12	7	2	14
Female	13	21	10	19	7	12	15
	27	28	12	31	14	14	29

Table 5.2 Parental Language (Schools are listed in the same order as in 5.1)

French	6	14	0	4	1	1	1
Ukrainian	5	4	6	0	0	0	2
German	4	2	0	1	0	2	1
Polish	3	1	1	0	0	0	0
Italian	1	1	0	0	0	0	0
Cree	1	0	1	0	0	0	0
Russian	0	2	0	0	0	0	0
Spanish	0	1	0	0	0	0	0
Slovak	0	2	0	1	0	0	0
Dutch	0	1	1	0	0	1	0
Irish	0	1	0	0	0	0	0
Finnish	0	0	0	6	1	1	0
Gaelic	0	0	0	1	0	1	0
Danish	0	0	0	0	0	0	1
Chinese	0	0	0	0	0	0	1
English	10	6	3	19	12	9	23

Table 5.3 Language Used in the Home

School	St.Gabriel	Sir John Thompson	F.G.Miller	Eckville	Clive	Lacombe	Eastview
French	2	8	0	0	0	0	0
Ukrainian	2	1	4	0	0	0	0
German	2	2	0	1	0	0	0
Polish	1	0	0	0	0	0	0
Italian	1	1	0	0	0	0	0
Dutch	0	1	0	0	0	1	0
Spanish	0	1	0	0	0	0	0
Finnish	0	0	0	3	0	0	0
Slovak	0	0	0	1	0	0	0
Chinese	0	0	0	0	0	0	1
English	19	17	8	25	14	13	28

Table 5.4 Number of French-Speaking Acquaintances (Schools as in order above)

0	7	6	1	21	5	1	15
1- 5	11	10	6	9	7	12	13
5+	9	12	5	1	2	1	1

Table 5.5 Student Perception of Own Progress in French (Schools are listed as in order above)

a. I am getting very good marks in French.

b. My marks in French are just average.

c. My marks in French are not very good.

a.	25.0	71.43	16.67	30.0	14.39	21.43	48.27
b.	56.25	28.57	75.0	50.0	71.42	78.57	41.38
c.	18.75	0.0	8.33	20.0	14.29	0.0	10.35

Totals

a. 37.76 b. 51.75 c. 10.49

Table 5.6 Comparison of Marks in French With Marks in Other Subjects

School	St.Gabriel	Sir John Thompson	F.G. Miller	Eckville	Clive	Lacombe	Eastview
a. My marks in French are not as good as my marks in my other subjects.	37.04	7.14	58.33	43.33	50.0	21.43	31.03
b. My marks in French are about the same as my marks in my other subjects.	40.74	67.86	41.67	50.0	28.57	78.57	37.94
c. My marks in French are better than my marks in my other subjects.	22.22	25.0	0.0	6.67	21.43	0.0	31.03

Totals

a. 33.12 b. 49.35 c. 17.53

Table 5.7 Student Perception of Ability to Keep Up With the Class (Schools are listed in the same order as for Table 5.6).

a. I am having a hard time keeping up with the rest of the class.	14.81	3.57	18.18	30.0	14.29	14.29	13.79
b. I am able to keep up with the rest of the class.	66.67	64.29	72.73	63.33	78.57	78.57	68.97
c. I think I could go faster than the rest of the class.	18.52	32.14	9.09	6.67	7.14	7.14	17.24

Totals

a. 15.69 b. 68.62 c. 15.69

Table 5.8 Student Preference for Working at Own or at Class's Speed

School	St.Gabriel	Sir John Thompson	F.G.Miller	Eckville	Clive	Lacombe	Eastview
a. I should like to work at my own speed and not have to keep up with the rest of the class.	7.4	3.57	9.09	30.0	7.14	35.71	10.34
b. I should like to work at my own speed and go faster than the rest of the class.	25.93	25.0	9.09	0.0	21.43	21.43	17.24
c. The class is going at just the right speed to suit me.	66.67	71.43	81.82	70.0	71.43	42.86	72.42

Totals

a. 14.38 b. 16.99 c. 68.63

Table 5.9 Student Satisfaction With Progress in French (Schools are listed in the same order as for Table 5.8)

a. I am satisfied with my progress in French.	88.89	92.86	66.67	56.67	64.29	100.0	82.14
b. I am having a lot of trouble in French.	11.11	7.14	33.33	43.33	35.71	0.0	17.86

Totals

a. 79.08 b. 20.92

Table 5.10 Student Desire to Continue With French in the Following Year (Schools are listed in the same order as for Table 5.8)

a. I am hoping to drop French next year.	15.38	0.0	25.0	23.33	78.57	21.43	20.69
b. I am planning to take French next year.	84.62	100.0	75.0	76.67	21.43	78.57	79.31

Totals

a. 22.22 b. 77.88

Table 5.11 Student Attitude to French as a Whole

School	St. Gabriel	Sir John Thompson	F.G.Miller	Eckville	Clive	Lacombe	Eastview
a. On the whole I like French very much.							
b. On the whole I like French.							
c. On the whole I don't like French.							
d. On the whole I hate French.							
e. I don't have any opinion one way or the other.							
a.	18.52	50.0	8.33	0.0	0.0	14.29	10.34
b.	29.63	39.29	41.67	48.39	42.86	57.14	55.17
c.	11.11	3.57	8.33	19.35	42.86	21.43	13.79
d.	7.4	0.0	0.0	12.9	7.14	0.0	3.45
e.	33.33	7.14	41.67	19.35	7.14	7.14	17.24

Totals

a. 16.13 b. 44.53 c. 15.48 d. 5.16 e. 18.7

Table 5.12 Student Priorities in the French Curriculum

In this question the student was asked to list in order of importance as he or she saw it the following goals in the French curriculum.

a. To be able to write the language. (Writing)

b. To be able to speak the language. (Speaking)

c. To be able to learn about and understand the people who speak the language. (People)

d. To be able to understand the language when it is spoken. (Comprehension)

e. To be able to read the language. (Reading)

Student choices were tabulated, then first choices were weighted by five, second choices by four, and so on. The percentages resulting from these calculations are given on the following page first by school, then by the overall total for each category.

Table 5.12 (continued)

	St. Gabriel	Sir John Thompson	F.G.Miller	Eckville	Clive	Lacombe	Eastview
First Choice	Speaking 33.94	Speaking 33.15	Compr. 30.43	Compr. 31.36	Speak. 33.33	Compr. 31.77	Compr. 31.78
Second Choice	Compr. 26.97	Compr. 27.95	Speaking 26.72	Speaking 30.33	Compr. 23.65	Speaking 30.3	Speaking 30.45
Third Choice	Writing 15.15	Reading 16.99	People 19.25	Reading 15.18	Reading 15.06	People 13.02	Reading 16.01
Fourth Choice	Reading 14.85	Writing 16.99	Reading 13.66	Writing 12.85	Writing 15.05	Reading 13.02	Writing 11.28
Fifth Choice	People 9.09	People 4.92	Writing 9.94	People 10.28	People 12.9	Writing 11.98	People 10.48

Totals

First	Speaking 31.44	Second	Comprehension 29.34	Third	Reading 15.27
Fourth	Writing 13.57	Fifth	People 10.38		

Table 5.13 Student's Perception of His Ability to Function in a French-Speaking Environment by the End of Grade Twelve
(Schools are listed in the same order as for Table 5.12)

When you finish Grade Twelve, do you think that you will be able to speak and understand French well enough to live in a French-speaking town or city without too much trouble?

a. Yes b. No c. Don't know

a.	13.89	57.14	0.0	30.0	0.0	35.71	25.0
b.	44.44	3.57	25.0	16.67	69.23	14.29	14.29
c.	41.67	39.28	75.0	53.33	30.77	50.0	60.71

Totals

a. 26.41 b. 25.16 c. 49.68

Table 5.14 Student's Expressed Reasons for Taking French

Note - Each reason is expressed as a per cent of the total number of comments made in that particular geographical region. Only the grand totals are rank-ordered.

	Edmonton	Rural	Red Deer	Total
1. Increased job opportunities	10.75	18.52	18.0	15.54
2. Personal enjoyment	11.83	8.33	10.0	9.96
3. Wish to learn French	9.68	9.26	4.0	8.37
4. Wish to learn a second language (unspecified)	9.68	6.48	6.0	7.57
5. University entrance or course requirements	6.45	5.55	12.0	7.17
6. Travel (unspecified)	3.23	8.32	8.0	6.37
7. Important to know a second language	8.6	4.63	4.0	5.98
8. Canada is a bilingual country	5.38	4.63	10.0	5.98
9. Wish to speak with Francophones	4.3	3.7	12.0	5.58
10. Help in future (unspecified)	6.45	5.55	2.0	3.19
11. Able to talk to Francophone relatives	10.75	0.93	0.0	4.38
12. High school program needs	1.07	8.33	0.0	3.98
13. Travel in France	3.23	3.7	2.0	3.19
14. Parental wishes	0.0	5.55	4.0	3.19
15. Travel in Quebec	2.15	1.85	2.0	1.99
16. Satisfied with progress so continuing	1.07	2.78	2.0	1.99
17. Wish to be bilingual	1.07	0.93	4.0	1.59
18. Forced to take French	2.15	0.93	0.0	1.19
19. No reason	2.15	0.0	0.0	0.79
n =	93	108	50	251

Table 5.15 Activities Which Students Particularly Like as Indicated on an Open-ended Questionnaire Item

	St. Gabriel	Sir John Thompson	F.G. Miller	Eckville	Clive	Lacombe	Eastview
1. Oral work	7	18	6	7	6	7	7
2. Written work	1	6	2	7	1	2	9
3. Filmstrips VIF	NA	NA	0	1	4	3	4
4. Teaching Approach	3	3	2	0	0	0	0
5. Reading	0	4	0	1	0	2	1
6. Projects	2	5	0	0	0	0	0
7. Plays, skits	3	1	0	0	0	1	0
8. Progress being made	0	2	1	2	0	0	0
9. Cultural Activities	0	0	2	3	0	0	0
10. Games	0	1	0	0	0	2	1
11. Classmates	2	0	0	1	0	1	0
12. Interesting class	1	1	0	0	0	1	0
13. Films	0	1	1	1	0	0	0
14. Knowing what is taking place	0	1	1	0	0	0	0
15. Listening to tapes	0	0	1	0	0	2	0

Note - Since these preferences appear to be school-specific only raw scores are given. Items mentioned only once or twice are omitted. Comparison should be made with Table 5.16.

Table 5.16 Activities Which Students Particularly Dislike as Indicated On an Open-Ended Questionnaire Item

	St. Gabriel	Sir John Thompson	F.G.Miller	Eckville	Clive	Lacombe	Eastview
1. Filmstrips (VIF)	NA	NA	1	13	8	2	9
2. Written activities	6	2	3	3	0	1	7
3. No complaints	4	3	2	1	3	4	3
4. Conversations (E & P)	0	8	NA	NA	NA	NA	NA
5. Students holding back the class	3	2	0	0	0	1	1
6. Repetition activities	0	0	0	2	0	0	5
7. Not enough oral work	4	0	0	0	0	0	3
8. Tests	2	0	0	1	0	0	3
9. Verb conjugating	1	1	1	3	0	0	0
10. Not understanding what is said	0	2	1	1	0	0	1
11. Answering oral questions	0	0	0	5	0	1	0
12. Class too large	0	4	0	0	0	1	0
13. Memorizing sentences and dialogues	0	2	0	1	0	2	0
14. Unable to speak French	1	0	0	0	2	0	2
15. French is hard work	1	0	2	1	0	1	0
16. Teaching approach	3	0	0	0	1	0	0
17. Grammar	0	0	2	0	0	0	2

Note - Since these comments appear to be school-specific, only raw scores are given. The items are rank-ordered by frequency of mention. Items mentioned only once or twice are not included. Comparison should be made with Table 5.15 to get the other side of the picture.

Table 5.17 Changes that Students Would Like to See Made in the Program as Indicated in an Open-Ended Questionnaire Item

	St. Gabriel	Sir John Thompson	F.G. Miller	Eckville	Clive	Lacombe	Eastview
1. Do not change anything.	8	6	3	9	2	1	6
2. More oral work.	5	6	0	2	1	0	5
3. Change teaching approach (unspecified)	2	0	1	5	5	2	1
4. Eliminate filmstrips (VIF)	NA	NA	0	4	0	0	4
5. Smaller classes	1	5	0	1	0	1	0
6. Less work on filmstrips	NA	NA	0	5	0	2	0
7. More work on own	0	3	0	0	0	3	0
8. More reading	0	2	0	1	0	1	2
9. Eliminate worksheets	3	0	0	0	0	0	2
10. Change textbook	4	1	NA	NA	NA	NA	NA
11. More written work	0	1	0	1	0	1	2
12. Eliminate or cut down on 'Conversations" E&P	1	3	NA	NA	NA	NA	NA
13. More emphasis on comprehension	0	0	1	0	0	1	2
14. Update the filmstrips	NA	NA	0	0	2	0	1
15. Group students according to progress.	0	1	0	0	0	2	0
16. Less written work	0	2	0	0	0	0	1
17. More emphasis on French culture and society	1	0	2	0	0	0	0

Note - Since many items appear to be school-specific only raw scores are given.

Study Six THE ATTITUDES TOWARD THE FRENCH PROGRAM OF STUDENTS ENROLLED IN FRENCH 20 AT THE GRADE ELEVEN LEVEL

Description of the Study

Eighty-seven students enrolled in French 20 at the Grade Eleven level were asked to react to the program in French as a Second Language (hereafter referred to simply as 'French'). They were asked to complete a set of questionnaires whose nature was as follows:

a) Specific information regarding the student's own progress in French was asked for together with his reasons for taking the course. A statement of his likes, dislikes, and suggested changes in the program was also solicited. The usual personal information was requested. A copy is contained in Appendix Seven.

b) Classes were asked to respond to a series of statements which attempted to describe current teaching practices as well as student reactions to them. Students were asked to respond to these statements using a five point scale ranging from Very Much Agree to Very Much Disagree. A copy of this questionnaire is contained in Appendix Four.

c) The third questionnaire contained descriptions of possible French class activities. Students were asked to express their opinion as to whether or not they thought that they might like these activities, again, using a five point scale. A copy of this questionnaire is contained in Appendix Five.

d) All students were asked to read descriptions of three fictitious classrooms illustrating major differences in teaching approach, and were asked to indicate a preference for one of the three. The descriptions are contained in Appendix Six.

Only the information contained in part (a) is included in the data given here. Data for all grades with respect to (b), (c), and (d) has been grouped and is given at a later stage in the study.

The Data

Table 6.1 Composition of the Sample

School	St.Joseph	Ashmont	F.G.Miller	Eckville	MAC Central	Lacombe	Red Deer
Male	6	7	3	2	2	8	4
Female	12	5	3	8	3	5	19
Total	18	12	6	10	5	13	23

Table 6.2 Parental Language (Schools are listed in the same order as in 6.1).

French	4	1	0	0	0	2	2
Ukrainian	3	4	0	0	0	1	1
German	0	0	1	1	1	2	4
Italian	5	0	0	0	0	0	0
Portuguese	1	0	0	0	0	0	0
Dutch	1	0	0	0	0	1	1
Polish	2	1	0	0	0	1	0
Romanian	1	1	0	0	0	0	0
Swedish	0	0	1	0	0	0	1
Norwegian	0	0	0	0	0	1	2
Icelandic	0	0	0	0	0	1	0
Welsh	0	0	0	0	0	0	1
Finnish	0	0	0	0	0	0	1
Hindi	0	0	0	0	0	0	1
Punjabi	0	0	0	0	0	0	1
English	4	7	4	9	4	6	13

Table 6.3 Language Used in the Home

School	St.Joseph	Ashmont	F.G.Miller	Eckville	MAC Central	Lacombe	Red Deer
French	4	0	0	0	0	0	1
Ukrainian	2	3	0	0	0	0	0
Italian	4	0	0	0	0	0	0
Dutch	1	0	0	0	0	1	0
Portuguese	1	0	0	0	0	0	0
Polish	1	1	0	0	0	0	0
German	0	0	0	0	1	0	1
Finnish	0	0	0	0	0	0	1
Punjabi	0	0	0	0	0	0	1
English	6	9	6	10	4	12	19

Table 6.4 Number of French-Speaking Acquaintances (Schools are listed as in Table 6.3)

0	5	3	2	8	2	8	8
1- 5	7	3	1	2	3	3	13
5+	6	6	3	0	0	2	2

Table 6.5 Student Perception of Own Progress in French (Schools are listed as in Table 6.3)

a. I am getting very good marks in French.

b. My marks in French are just average.

c. My marks in French are not very good.

a.	61.12	16.67	16.67	40.0	40.0	15.38	16.09
b.	33.33	83.33	83.33	50.0	40.0	61.54	52.17
c.	5.55	0.0	0.0	10.0	20.0	23.08	21.73

Totals

a. 32.18 b. 55.17 c. 12.65

Table 6.6 Comparison of Marks in French With Marks in Other Subjects

School	St.Joseph	Ashmont	F.G.Miller	Eckville	MAC Central	Lacombe	Red Deer
a. My marks in French are not as good as my marks in my other subjects.							
a.	16.67	16.67	33.33	30.0	40.0	69.23	39.13
b. My marks in French are about the same as my marks in my other subjects.							
b.	61.11	58.33	33.33	30.0	0.0	23.08	43.48
c. My marks in French are better than my marks in my other subjects.							
c.	22.22	25.0	33.33	40.0	60.0	7.69	17.39

Totals

a. 34.48 b. 41.38 c. 24.14

Table 6.7 Student Perception of Ability to Keep Up With the Class (Schools are listed in the same order as for Table 6.6)

a. I am having a hard time keeping up with the rest of the class.							
a.	11.11	8.33	0.0	20.0	20.0	23.08	17.39
b. I am able to keep up with the rest of the class.							
b.	77.78	83.34	83.33	70.0	60.0	69.23	73.91
c. I think I could go faster than the rest of the class.							
c.	11.11	8.33	16.67	10.0	20.0	7.69	8.7

Totals

a. 14.94 b. 74.71 c. 10.35

Table 6.8 Student Preference for Working at Own or at Class's Speed

School	St.Joseph	Ashmont	F.G.Miller	Eckville	MAC Central	Lacombe	Red Deer
a. I should like to work at my own speed and not have to keep up with the rest of the class.							
b. I should like to work at my own speed and go faster than the rest of the class.							
c. The class is going at just the right speed to suit me.							
a.	22.22	8.33	0.0	0.0	60.0	30.77	26.09
b.	11.11	8.33	16.67	10.0	20.0	23.08	13.04
c.	66.67	83.34	83.33	90.0	20.0	46.15	60.87

Totals

a. 20.69 b. 13.79 c. 65.52

Table 6.9 Student Satisfaction With Progress in French (Schools are listed in the same order as for Table 6.8)

a. I am satisfied with my progress in French.							
b. I am having a lot of trouble in French.							
a.	94.44	75.0	40.0	70.0	60.0	58.33	60.87
b.	5.06	25.0	60.0	10.0	20.0	41.67	39.13

Totals

a. 69.41 b. 30.59

Table 6.10 Student Desire to Continue With French in the Following Year (Schools are listed in the same order as in Table 6.8)

a. I am hoping to drop French next year.							
b. I am planning to take French next year.							
a.	5.88	33.33	100.0	30.0	0.0	7.69	26.09
b.	94.12	66.67	0.0	70.0	100.0	92.31	73.91

Totals

a. 22.62 b. 77.38

Table 6.11 Student Attitude to French as a Whole

School	St. Joseph	Ashmont	F.G.Miller	Eckville	MAC Central	Lacombe	Red Deer
	a. On the whole I like French very much.						
	b. On the whole I like French.						
	c. On the whole I don't like French.						
	d. On the whole I hate French.						
	e. I don't have any opinion one way or the other.						
a.	16.68	0.0	16.67	20.0	40.0	15.38	17.39
b.	55.55	58.34	33.33	20.0	60.0	61.55	60.87
c.	5.55	8.33	0.0	40.0	0.0	15.38	8.69
d.	0.0	8.33	0.0	0.0	0.0	0.0	4.36
e.	22.22	25.0	50.0	20.0	0.0	7.69	8.69

Totals

a. 16.09 b. 52.88 c. 11.49 d. 2.29 e. 17.25

Table 6.12 Student Priorities in the French Curriculum

In this question the student was asked to list in order of importance as he or she saw it the following goals in the French curriculum:

a. To be able to write the language. (Writing)

b. To be able to speak the language. (Speaking)

c. To be able to learn about and understand the people who speak the language. (People)

d. To be able to understand the language when it is spoken. (Comprehension)

e. To be able to read the language. (Reading)

Student choices were tabulated, then first choices were weighted by five, second choices by four, and so on. The percentages resulting from these calculations are given on the following page, first by school, then by the overall total for each category.

Table 6.12 (continued)

	St. Joseph	Ashmont	F.G.Miller	Eckville	MAC Central	Lacombe	Red Deer
First Choice	Speaking 28.26	Speaking 31.97	Speaking 32.88	Compr. 30.71	Compr. 32.35	Speak. 30.81	Speak. 31.28
Second Choice	Compr. 27.83	Compr. 27.22	Writing 24.66	Speak. 26.77	Speak. 30.88	Compr. 27.33	Compr. 30.58
Third Choice	Reading 18.69	Reading 17.69	Compr. 30.71	People 19.69	Writing 20.59	Read. 15.7	Read. 13.4
Fourth Choice	Writing 16.09	People 11.56	Reading 15.07	Reading 11.81	Reading 11.76	Writ. 15.7	Writ. 13.4
Fifth Choice	People 9.13	Writing 11.56	People 4.1	Writing 11.02	People 4.42	People 10.46	People 11.34

Totals

First	Speaking 30.23	Second	Comprehension 28.7	Third	Reading 15.25
Fourth	Writing 14.98	Fifth	People 10.83		

Table 6.13 Student's Perception of His Ability to Function in a French-Speaking Environment by the End of Grade Twelve
(Schools are listed in the same order as for Table 6.12)

When you finish Grade Twelve, do you think that you will be able to speak and understand French well enough to live in a French-speaking town or city without too much trouble?

a. Yes b. No c. Don't know

a.	11.11	0.0	33.33	30.0	20.0	7.7	17.39
b.	22.22	33.33	33.33	30.0	60.0	46.15	34.78
c.	66.67	66.67	33.33	40.0	20.0	46.15	47.83

Totals

a. 14.94 b. 34.49 c. 50.57

Table 5.14 Student's Expressed Reasons for Taking French

Note - Each reason is expressed as a per cent of the total number of comments made in that particular geographical region. Only the grand totals are rank-ordered.

	Edmonton	Rural	Red Deer	Total
1. Wish to learn French	7.14	16.18	10.53	12.69
2. High School program needs	0.0	21.18	5.26	11.94
3. University entrance or program requirements	21.43	1.47	15.79	9.7
4. Personal enjoyment	7.14	5.88	15.79	8.95
5. Wish to speak with Francophones	7.14	11.76	2.63	8.3
6. Increased job opportunities	3.57	8.82	10.53	8.3
7. Help in the future (unspec.)	10.71	5.88	5.26	6.72
8. Canada is a bilingual country	3.57	4.41	10.53	5.97
9. Satisfied with progress to date	0.0	10.29	0.0	5.22
10. Wish to learn a second language (unspecified)	7.14	4.41	2.63	4.48
11. Travel in Quebec	7.14	0.0	10.53	4.48
12. Travel in France	10.71	1.47	2.63	3.73
13. Travel (unspecified)	7.14	2.94	2.63	3.73
14. Important to know a second language	3.57	4.41	0.0	2.99
15. Parental wishes	3.57	0.0	2.63	1.49
16. Wish to be able to speak to Francophone relatives	0.0	1.47	2.63	1.49
n =	28	68	38	134

Table 6.15 Activities Which Students Particularly Like as Indicated On An Open-Ended Questionnaire Item

	St. Joseph	Ashmont	F.G.Miller	Eckville	MAC Central	Lacombe	Red Deer
1. Oral work	5	1	1	3	0	1	6
2. French films	8	0	0	0	0	6	0
3. Written activities	5	1	2	1	0	1	6
4. Good class atmosphere	5	2	0	0	0	2	1
5. Class is interesting	3	0	0	0	0	2	4
6. Filmstrips (VIF)	NA	0	1	2	0	1	4
7. Reading activities	3	0	0	1	0	0	3
8. Language Lab work	2	0	0	0	0	2	2
9. Vocabulary work	0	1	0	1	4	0	0
10. Songs	0	0	0	0	4	1	0
11. Learning French (in general)	0	2	1	0	0	1	1
12. French culture and society	0	1	0	1	1	0	1
13. Nothing	0	2	0	1	0	0	0
14. Small class	0	0	2	0	0	1	0
15. Fair evaluation	1	1	0	1	0	0	0

Note - Since these preferences appear to be school-specific only raw scores are given. Items mentioned only once or twice are omitted. Comparison should be made with Table 6.16.

Table 6.16 Activities Which Students Particularly Dislike as Indicated on an Open-Ended Questionnaire Item

	St. Joseph	Ashmont	F.G.Miller	Eckville	MAC Central	Lacombe	Red Deer
1. Filmstrips and Tapes (VIF)	NA	0	1	2	5	2	6
2. Language Lab work	6	NA	NA	4	NA	2	2
3. Not understanding	0	1	0	0	0	7	5
4. Written activities	1	0	2	3	3	0	1
5. Insufficient variety	2	1	3	1	0	0	1
6. Verb Conjugations	2	0	0	4	0	2	2
7. Exams (especially comprehension)	0	2	0	0	0	1	4
8. Nothing	3	0	1	0	0	0	2
9. Repetition drill	0	1	0	1	1	1	1
10. Acting out dialogues in front of class	0	4	1	0	0	0	0
11. Unable to keep up	1	1	0	0	0	3	0
12. The dialogues	2	0	0	0	0	1	0
13. Not enough oral work	1	0	0	0	0	2	0

Note - Since these comments appear to be school-specific only raw scores are given. Items mentioned only once or twice are omitted. Comparison should be made with Table 6.15

Table 6.17 Changes That Students Would Like to See Made in the Program as Indicated in an Open-Ended Questionnaire Item

	St.Joseph	Ashmont	F.G.Miller	Eckville	MAC Central	Lacombe	Red Deer
1. Change teaching approach	3	1	2	3	3	0	2
2. Nothing	4	3	2	1	0	0	1
3. More oral work (other than repetition)	2	1	0	1	0	0	5
4. More help with comprehension	1	0	0	0	0	5	3
5. Eliminate filmstrips and tape (VIF)	0	0	1	1	3	0	2
6. More written activities	2	0	1	0	0	2	1
7. Learn more about Quebec and its people	2	0	0	0	0	2	1
8. More reading	2	0	0	0	0	2	1
9. Eliminate Language Lab	4	0	0	0	0	0	0
10. Eliminate so much oral repetition	1	1	0	0	0	1	0
11. More individual work	0	0	0	0	0	2	1
12. Eliminate acting out dialogues	0	3	0	0	0	0	0
13. Go more slowly	0	1	0	0	1	0	1
14. Update teaching materials (mostly filmstrips)	0	0	0	0	0	0	3

Note - Since many items appear to be school specific, only raw scores are given.

Study Seven THE ATTITUDES TOWARD THE FRENCH PROGRAM OF STUDENTS ENROLLED IN FRENCH 21 AT THE GRADE ELEVEN LEVEL

Description of the Study

Thirty-five students enrolled in French 21 at the Grade Eleven level were asked to react to the program in French as a Second Language (hereafter referred to simply as 'French'). They were asked to complete a set of questionnaires whose nature was as follows:

a) Specific information regarding the student's own progress in French was asked for together with his reasons for taking the course. A statement of his likes, dislikes, and suggested changes in the program was requested. A copy of this questionnaire is contained in Appendix Seven.

b) Classes were asked to respond to a series of statements which attempted to describe current teaching practices as well as student reactions to them. Students were asked to respond to these statements using a five point scale ranging from Very Much Agree to Very Much Disagree. A copy of this questionnaire is contained in Appendix Four.

c) The third questionnaire contained descriptions of possible French class activities. Students were asked to express their opinion as to whether or not they thought that they might like these activities, again, using a five point scale. A copy of this questionnaire is contained in Appendix Five.

d) All students were asked to read descriptions of three fictitious classrooms illustrating major differences in teaching approach, and were asked to indicate a preference for one of the three. The descriptions are contained in Appendix Six.

Only the information contained in part (a) is included in the data given here. Data for all grades with respect to (b), (c), and (d) has been grouped and is given at a later stage in the study.

The Data

Table 7.1 Composition of the Sample

School	Austin O'Brien	Lindsay Thurber
Male	8	7
Female	11	9
	19	16

Table 7.2 Parental Language (Schools are listed in the same order as in 7.1)

French	1	2
Ukrainian	3	0
German	4	1
Italian	3	0
Polish	2	0
Czecho slovakian	1	0
Danish	1	1
Dutch	1	0
Malaysian	1	0
Punjabi	0	1
Chinese	0	1
Hindi	0	1
English	6	10

Table 7.3 Language Used in the Home

School	Austin O'Brien	Lindsay Thurber
French	1	0
Ukrainian	2	0
German	2	0
Italian	3	0
Polish	1	0
Dutch	1	0
Punjabi	0	1
Chinese	0	1
English	10	14

Table 7.4 Number of French-speaking Acquaintances (Schools are listed as in Table 7.3)

0	7	6
1-5	8	7
5+	4	3

Table 7.5 Student Perception of Own Progress in French (Schools are listed as in Table 6.3)

a. I am getting very good marks in French.

b. My marks in French are just average.

c. My marks in French are not very good.

a.	31.58	18.75
b.	63.16	43.75
c.	5.26	37.5

Totals

a. 25.71 b. 54.29 c. 20.0

Table 7.6 Comparison of Marks in French With Marks in Other Subjects

School	Austin O'Brien	Lindsay Thurber
	a. My marks in French are not as good as my marks in my other subjects.	
	b. My marks in French are about the same as my marks in my other subjects.	
	c. My marks in French are better than my marks in my other subjects.	
a.	21.05	62.5
b.	52.63	37.5
c.	26.32	0.0
	Totals	
	a. 40.0	b. 45.71 c. 14.29

Table 7.7 Student Perception of Ability to Keep Up With Class
(Schools are listed in the same order as for Table 7.6)

	a. I am having a hard time keeping up with the rest of the class.	
	b. I am able to keep up with the rest of the class.	
	c. I think I could go faster than the rest of the class.	
a.	10.53	25.0
b.	78.94	68.75
c.	10.53	6.25
	Totals	
	a. 17.14	b. 74.29 c. 48.57

Table 7.8 Student Preference for Working at Own or at Class's Speed

School	Austin O'Brien	Lindsay Thurber
a. I should like to work at my own speed and not have to keep up with the rest of the class.	36.84	43.75
b. I should like to work at my own speed and go faster than the rest of the class.	15.79	6.25
c. The class is going at just the right speed to suit me.	47.37	50.0

Totals

a. 40.0 b. 11.43 c. 48.57

Table 7.9 Student Satisfaction With Progress in French
(Schools are listed in the same order as for Table 7.8)

a. I am satisfied with my progress in French.	78.94	56.25
b. I am having a lot of trouble with French.	21.06	43.75

Totals

a. 68.57 b. 31.43

Table 7.10 Student Desire to Continue With French in the Following Year
(Schools are listed in the same order as for Table 7.8)

a. I am hoping to drop French next year.	78.94	50.0
b. I am planning to take French next year.	21.06	50.0

Totals

a. 65.71 b. 34.29

Table 7.11 Student Attitude to French as a Whole

School	Austin O'Brien	Lindsay Thurber
	a. On the whole I like French very much.	
	b. On the whole I like French.	
	c. On the whole I don't like French.	
	d. On the whole I hate French.	
	e. I don't have any opinion one way or the other.	
a.	21.05	12.5
b.	42.11	56.25
c.	26.32	25.0
d.	5.26	0.0
e.	5.26	6.25

Totals

a. 17.14 b. 48.57 c. 25.71 d. 2.86 e. 5.72

Table 7.12 Student Priorities in the French Curriculum

In this question the student was asked to list in order of importance as he or she saw it the following goals in the French curriculum:

a. To be able to write the language. (Writing)

b. To be able to speak the language. (Speaking)

c. To be able to learn about and understand the people who speak the language. (People)

d. To be able to understand the language when it is spoken. (Comprehension)

e. To be able to read the language. (Reading)

Student choices were tabulated, then first choices were weighted by five, second choices by four, and so on. The percentages resulting from these calculations are given on the following page, first by school, then by the overall total for each category.

	Austin O'Brien	Lindsay Thurber	Total
First Choice	Comprehension 31.5	Speaking 32.21	Speaking 31.6
Second Choice	Speaking 31.1	Comprehension 30.29	Comprehension 30.95
Third Choice	Reading 18.11	Reading 17.79	Reading 17.97
Fourth Choice	Writing 15.75	Writing 13.46	Writing 14.72
Fifth Choice	People 3.45	People 6.25	People 4.76

Table 7.13 Student's Perception of His Ability to Function in a French-Speaking Environment By the End of Grade Twelve (Schools are listed in the same order as for Table 7.12)

When you finish Grade Twelve do you think you will be able to speak and understand French well enough to live in a French-speaking town or city without too much trouble.

a. Yes

b. No

c. Don't know

a.	10.52	25.0
b.	21.06	25.0
c.	68.42	50.0

Totals

a. 17.14 b. 22.86 c. 60.0

Table 6.14 Student's Expressed Reasons for Taking French

Note - Each reason is expressed as a per cent of the total number of comments made in that particular geographical region. Only the grand totals are rank-ordered.

	Austin O'Brien	Lindsay Thurber	Total
1. Wish to learn a second language (unspecified)	18.52	9.68	13.79
2. University entrance or program requirements	7.4	19.35	13.79
3. Wish to learn French	14.81	9.68	12.07
4. Canada is a bilingual country	14.81	9.68	12.07
5. Travel (unspecified)	11.11	9.68	10.34
6. Personal enjoyment	7.4	9.68	8.62
7. Wish to speak with Francophones	3.7	12.9	8.62
8. Increased job opportunities	7.4	3.22	5.17
9. Travel in Quebec	0.0	9.68	5.17
10. Satisfied with progress to date	3.7	3.22	3.45
11. High School program needs	0.0	3.22	1.72
12. Help in the future (unspecified)	3.7	0.0	1.72
13. Wish to be bilingual	3.7	0.0	1.72
14. To learn about French-speaking people	3.7	0.0	1.72
n =	27	31	58

Table 7.15 Activities Which Students Particularly Like as Indicated on an Open-Ended Questionnaire Item

	Austin O'Brien	Lindsay Thurber
1. The teacher	3	5
2. Using the language lab	7	1
3. Class atmosphere	3	1
4. Small class	0	4
5. Lessons in written form (VIF)	0	3
6. Being able to use the language	0	3
7. Reading	2	0
8. Different from other classes	2	0
9. Oral work	1	1
10. Being able to understand	1	1

Note - Since these preferences appear to be school specific only raw scores are given. Items cited only once are not included.

Table 7.16 Activities Which Students Particularly Dislike as Indicated on an Open-Ended Questionnaire Item

	Austin O'Brien	Lindsay Thurber
1. The way in which grammar is presented	9	2
2. Exams (oral tests)	0	6
3. The text (Chez les Français)	4	NA
4. Filmstrips (VIF)	NA	3
5. 'Conversations' (Chez les Français)	3	NA
6. Not enough oral work	2	1
7. Language lab work	2	0
8. Not enough visual material	2	0

Note - Since these comments appear to be largely school specific only the raw scores are given. Items cited only once are not included.

Table 7.17 Changes Which Students Would Like to See Made in the Program As Indicated on an Open-Ended Questionnaire Item

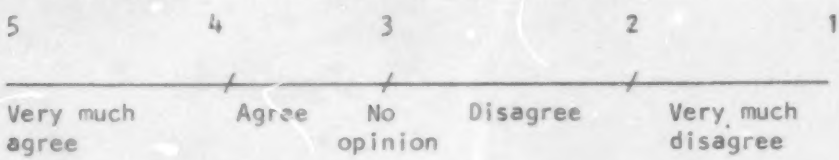
	Austin O'Brien	Lindsay Thurber
1. More oral work	4	2
2. More reading	1	5
3. More group work	2	3
4. Nothing	3	2
5. More written work	0	4
6. Only basic grammar taught	2	2
7. Teaching approach	1	2
8. Not as much grammar	1	1
9. A variety of texts instead of just one	2	NA
10. Less emphasis on the texts and filmstrips	2	2
11. More work on comprehension	1	1
12. More emphasis on Canadian French society	1	1
13 More relevance to own lives	1	1
14. Period needs to be shortened	0	2

Study Eight GENERAL ATTITUDES TOWARD THE FRENCH PROGRAM OF STUDENTS ENROLLED AT THE GRADE SIX, NINE, AND ELEVEN LEVELS AS IT IS NOW OFFERED

In this part of the study, which for convenience I shall call the pink questionnaire, students were asked to respond to a series of statements which attempted to describe aspects of their French program as it is now taught, together with their reaction as to how they as students felt as they went through the process of learning a second language.

Students were asked to respond to these statements using a five point scale ranging from Very Much Agree to Very Much Disagree. A copy of this questionnaire is contained in Appendix Four. Their responses were then weighted so that both the Mean and some idea of the distribution might be obtained. While only the mean is given in the discussion which follows, the standard deviation is included in the tables contained in Appendix Eight. Answers of 'Very Much Agree' were weighted by five, 'More or less Agree' by four, 'No Opinion' or 'Don't Know' by three, 'Don't Agree' by two, and 'Very Much Disagree' by one.

In reading the results, the following scale should be used:



It will be observed that 'No opinion' is a point on the scale, while the other statements are intervals.

	Edmonton	Rural	Red Deer
1. The teacher goes too fast for me to keep up.			
Grade Six	2.269	2.333	2.176
Grade Nine	2.269	3.143	2.037
French 20	3.214	2.968	2.545
French 21	3.0	-	2.545
2. The sentences that we are learning are the kind of sentences that will be useful in a conversation with a French person.			
Grade Six	3.63	3.211	4.176
Grade Nine	3.88	3.232	3.0
French 20	3.0	3.548	3.273
French 21	2.555	-	3.0
3. Learning how to pronounce French accurately is very important.			
Grade Six	4.542	4.0	4.765
Grade Nine	4.63	4.15	4.143
French 20	3.786	4.613	4.465
French 21	4.278	-	4.7
4. Our French course is very good for helping us learn how to write French.			
Grade Six	3.076	3.243	3.429
Grade Nine	3.88	3.446	3.5
French 20	3.714	3.3	3.182
French 21	2.889	-	3.2
5. We have a lot of different activities in our French class.			
Grade Six	3.555	3.474	4.353
Grade Nine	2.679	2.446	2.357
French 20	2.071	2.833	3.364
French 21	2.111	-	2.1

	Edmonton	Rural	Red Deer
6. The materials our teacher uses (such as books, tapes, pictures) are very good.			
Grade Six	3.407	3.128	4.294
Grade Nine	3.522	2.946	2.786
French 20	2.357	2.5	2.909
French 21	3.778	-	2.9
7. Time seems to pass very quickly in our French class.			
Grade Six	3.769	3.308	3.706
Grade Nine	3.105	3.286	3.148
French 20	2.786	2.267	2.09
French 21	1.944	-	1.9
8. I find doing oral drills (such as pattern drills) very boring.			
Grade Six	3.16	2.947	3.059
Grade Nine	2.88	2.947	3.148
French 20	2.786	2.267	2.09
French 21	2.722	-	2.4
9. I'd like to be able to practice speaking French with the others in my class more often.			
Grade Six	2.92	3.231	4.059
Grade Nine	3.36	3.696	3.538
French 20	3.0	3.968	3.818
French 21	4.167	-	4.1
10. I'd like to spend more time using French in class to talk about the things that we are interested in, but which aren't in our French course.			
Grade Six	3.04	3.368	3.941
Grade Nine	3.6	3.727	3.643
French 20	3.071	4.257	4.09
French 21	3.47	-	4.4

	Edmonton	Rural	Red Deer
11. I'd like to have a text for this course.			
Grade Six	2.6	2.833	2.765
Grade Nine	3.272	3.207	3.8
French 20	3.714	3.0	2.818
French 21	3.625	-	3.1
12. We don't have enough time in class to practice speaking French.			
Grade Six	3.038	3.275	3.118
Grade Nine	2.958	3.143	3.192
French 20	2.857	2.903	3.727
French 21	3.611	-	4.1
13. Most of the time I don't know how to answer the questions that the teacher asks me.			
Grade Six	3.038	3.317	2.588
Grade Nine	2.875	3.321	2.679
French 20	2.929	2.645	2.455
French 21	3.5	-	2.8
14. French class periods should be shorter.			
Grade Six	2.208	2.421	2.412
Grade Nine	2.166	3.181	2.777
French 20	1.714	2.58	2.727
French 21	3.333	-	3.1
15. I'd like to have a printed copy of the sentences that we are learning.			
Grade Six	3.15	3.579	3.882
Grade Nine	3.348	3.857	4.125
French 20	3.857	4.192	3.818
French 21	3.687	-	4.2

	Edmonton	Rural	Red Deer
16. I find the oral drills that we do in class help me a lot.			
Grade Six	3.48	3.222	3.875
Grade Nine	4.25	3.407	3.519
French 20	2.929	3.645	3.909
French 21	3.562	-	3.5
17. It is a good idea to have tapes with different voices speaking French.			
Grade Six	3.5	3.789	4.412
Grade Nine	3.375	3.456	3.679
French 20	3.786	4.5	4.181
French 21	4.055	-	4.0
18. We aren't really learning to speak the language.			
Grade Six	2.555	2.395	2.412
Grade Nine	1.818	2.768	2.893
French 20	2.714	2.571	3.0
French 21	3.722	-	3.3
19. Our French course is very good for helping people learn how to understand someone who is speaking French.			
Grade Six	3.769	3.553	4.0
Grade Nine	3.696	2.885	2.821
French 20	2.857	3.133	2.909
French 21	3.333	-	3.4
20. We do more talking in French than the teacher does.			
Grade Six	2.5	2.368	2.176
Grade Nine	2.542	2.571	1.963
French 20	2.429	2.267	2.09
French 21	2.167	-	1.6

	Edmonton	Rural	Red Deer
21. I like it when I have to answer a question in French.			
Grade Six	2.846	3.131	3.25
Grade Nine	3.23	2.724	3.429
French 20	3.357	2.871	3.0
French 21	3.111	-	2.2
22. I enjoy repeating after the tape.			
Grade Six	2.5	2.921	3.055
Grade Nine	2.6	2.732	2.143
French 20	3.071	2.709	2.545
French 21	2.5	-	3.6
23. I'd like to have more time to practice the sentences that are on the tape by myself.			
Grade Six	2.591	3.081	3.0
Grade Nine	3.32	3.41	2.893
French 20	3.286	3.484	3.636
French 21	3.833	-	3.1
24. I use the take-home records that go with our course quite a lot. (If your school does not have take-home records, leave this answer blank).			
Grade Six	2.0	1.805	2.625
Grade Nine	2.875	1.792	1.724
French 20	2.143	1.588	2.0
French 21	2.778	-	2.2
25. I'd like to have take-home records or tapes to practice with at home.			
Grade Six	2.391	3.05	3.294
Grade Nine	2.461	3.29	2.54
French 20	2.286	3.452	2.818
French 21	3.5	-	3.1

	Edmonton	Rural	Red Deer
26. We learn too much material every day.			
Grade Six	2.32	2.605	2.176
Grade Nine	2.923	2.873	2.071
French 20	2.0	2.844	2.818
French 21	2.944	-	2.5
27. I'd like to have a French-English dictionary.			
Grade Six	4.231	4.25	4.647
Grade Nine	4.0	4.315	4.4
French 20	3.429	4.4	4.0
French 21	4.176	-	4.1
28. I'd like to have a dictionary with the definitions in simple French that I could understand.			
Grade Six	3.615	4.315	4.353
Grade Nine	3.5	4.181	4.179
French 20	4.286	4.387	4.636
French 21	4.294	-	4.4
29. The time seems to drag in class when other students are repeating after the tape.			
Grade Six	2.857	3.282	3.353
Grade Nine	3.64	3.845	3.571
French 20	3.214	3.967	3.181
French 21	3.4	-	3.5
30. I can usually understand what the teacher's explanation in French of the new words means.			
Grade Six	3.269	3.289	4.294
Grade Nine	3.0	3.547	3.714
French 20	3.5	3.375	4.273
French 21	4.0	-	3.8

	Edmonton	Rural	Red Deer

31. Once I have understood how a new sentence works in French, I have no trouble in making up other sentences just like it.

Grade Six	3.192	3.0	3.118
Grade Nine	3.636	3.036	3.179
French 20	3.857	3.355	3.0
French 21	3.765	-	3.5

32. I have difficulty in repeating after the tapes.

Grade Six	2.666	2.658	2.235
Grade Nine	2.042	2.803	1.928
French 20	3.643	2.355	2.818
French 21	3.0	-	2.4

33. I'd like to spend more time doing written exercises.

Grade Six	3.0	2.474	3.25
Grade Nine	2.809	2.89	2.769
French 20	2.857	2.871	3.455
French 21	2.706	-	1.9

34. A French course like ours is very good for helping people learn how to <u>speak</u> French.

Grade Six	4.238	3.378	4.118
Grade Nine	4.0	3.018	2.759
French 20	3.143	3.226	3.364
French 21	2.47	-	2.4

35. I like the pictures which our teacher uses to teach us French.

Grade Six	3.5	3.147	2.937
Grade Nine	3.304	2.38	2.643
French 20	3.571	2.759	2.273
French 21	3.375	-	2.7

	Edmonton	Rural	Red Deer
36. Often I don't understand the sentences that our teacher is trying to teach us.			
Grade Six	3.308	3.286	2.588
Grade Nine	2.522	3.333	2.286
French 20	3.0	2.903	2.545
French 21	3.529	-	2.2
37. I wish that our teacher would use pictures more often to help make the meaning of the new sentences clearer.			
Grade Six	3.16	3.5	3.882
Grade Nine	3.042	2.963	3.286
French 20	4.0	3.643	3.0
French 21	3.294	-	2.9
38. We spend quite a bit of time learning about the people who speak French.			
Grade Six	1.88	2.324	2.412
Grade Nine	1.913	1.69	1.679
French 20	2.643	2.0	2.09
French 21	3.529	-	1.8
39. I wish that the teacher would explain the new sentences to us in English.			
Grade Six	3.75	4.222	3.294
Grade Nine	4.0	4.018	3.321
French 20	3.857	3.867	2.455
French 21	3.176	-	2.3
40. A French course like ours is very good for helping people learn how to read in French.			
Grade Six	2.885	3.03	3.5
Grade Nine	3.916	2.696	3.4
French 20	3.929	2.516	2.8
French 21	3.765	-	3.3

	Edmonton	Rural	Red Deer
41. I think that it helps me a lot to have to repeat after the tapes.			
Grade Six	3.2	3.395	4.059
Grade Nine	3.44	3.333	2.821
French 20	3.857	3.379	3.4
French 21	3.47	-	3.8
42. I usually understand the meaning of what I am saying in French.			
Grade Six	3.76	3.553	4.294
Grade Nine	4.166	3.625	3.857
French 20	4.071	3.903	3.9
French 21	4.588	-	3.9
43. The people on the tape talk too fast for me to understand.			
Grade Six	3.56	3.395	2.941
Grade Nine	3.174	3.442	3.536
French 20	3.571	3.742	3.9
French 21	3.588	-	3.1
44. The tests that we have in French are too easy.			
Grade Six	2.5	2.579	2.211
Grade Nine	2.583	2.286	2.435
French 20	2.929	1.774	1.8
French 21	2.412	-	2.1
45. Most of the time I understand the questions that the teacher asks me.			
Grade Six	3.577	3.316	4.059
Grade Nine	4.0	3.339	3.607
French 20	3.786	3.355	3.7
French 21	4.0	-	4.0

	Edmonton	Rural	Red Deer
46. I should like to have more tests so that I might have a better idea of how well I am doing in French.			
Grade Six	3.32	2.973	3.235
Grade Nine	2.696	2.786	2.25
French 20	2.429	2.452	2.5
French 21	1.8	-	2.5
47. I am afraid to let the teacher know when I don't understand.			
Grade Six	3.083	3.262	3.313
Grade Nine	2.208	3.0	3.071
French 20	2.286	2.645	2.6
French 21	2.6	-	2.5
48. When we begin some new work, pretty soon I find that I have forgotten what we learned just a little while ago.			
Grade Six	3.56	3.684	3.059
Grade Nine	3.083	3.303	3.214
French 20	2.571	3.4	3.0
French 21	3.9	-	3.1
49. I think that I could carry on a fairly long conversation in French with someone, providing that we talked about something that I know something about.			
Grade Six	3.087	2.676	3.674
Grade Nine	3.542	2.553	2.607
French 20	3.714	2.935	2.9
French 21	3.0	-	2.8
50. It is very easy to make good marks in our French course without really learning any French.			
Grade Six	2.576	2.388	1.882
Grade Nine	2.375	2.232	2.714
French 20	1.857	2.387	2.273
French 21	2.8	-	2.1

	Edmonton	Rural	Red Deer
51. French is harder than my other subjects.			
Grade Six	2.5	3.158	2.706
Grade Nine	2.522	3.333	2.286
French 20	2.143	2.774	2.8
French 21	2.5	-	3.0
52. There are some subjects that the semester system does not fit.			
French 20	3.857	3.0	3.167
French 21	NA	-	3.3
53. The semester system seems to work well for French.			
French 20	3.714	3.13	3.167
French 21	NA	-	1.9
54. I find that after I have been taking a semester with no French I have no trouble when I start taking French again.			
French 20	2.857	2.792	2.5
French 21	NA	-	1.5
55. The grammar explanations in our French text are very clear and easy to understand.			
French 20	2.666	2.615	2.833
French 21	2.333	-	2.6
56. I should like to have the teacher spend more time explaining French grammar to us.			
French 20	3.666	3.393	4.1
French 21	3.222	-	3.3
57. I have no trouble spelling in French.			
French 20	2.666	3.036	2.6
French 21	3.555	-	2.7

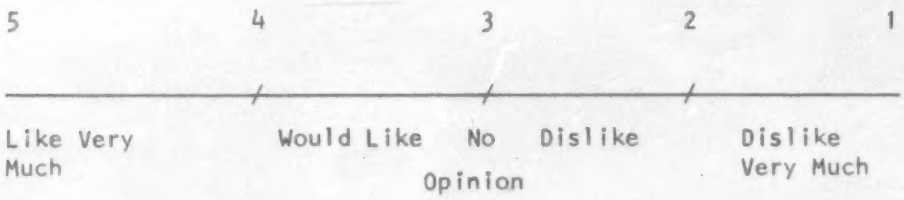
	Edmonton	Rural	Red Deer
58. I'd like to do more written exercises than we do now.			
French 20	2.833	3.069	3.2
French 21	3.333	-	3.3
59. The work in the language laboratory is helping me understand spoken French.			
French 20	3.5	3.353	3.6
French 21	3.555	-	3.6
60. The work in the language laboratory is helping me speak French.			
French 20	3.333	3.529	3.7
French 21	3.667	-	4.1
61. The equipment in our language laboratory is usually broken.			
French 20	3.0	1.778	2.2
French 21	3.111	-	2.8
62. I wish that we had language laboratory facilities right in our classroom so that we could spend part of the period doing lab work, but without having to move from our classroom.			
French 20	3.333	2.769	3.3
French 21	3.444	-	3.4
63. We go to the language laboratory at least three times a week. (If you go more often, darken A1. If you don't go at all, darken E5)			
French 20	3.833	3.882	4.4
French 21	2.0	-	2.1

Study Nine ATTITUDES TOWARD SPECIFIC PROGRAM ACTIVITIES EXPRESSED BY STUDENTS ENROLLED IN GRADES SIX, NINE, AND ELEVEN

In this part of the study, which for convenience I shall call the gold questionnaire, students were asked to indicate whether they thought they might like or might not like specific activities within the French program. Their opinion regarding a specific activity was still sought, even if that particular activity did not take place in their French course.

Students were asked to respond to the statements using a five point scale ranging from Would Like Very Much to Would Dislike Very Much. The subjectivity of this particular study is appreciated. Their responses were then weighted so that both the Mean and some idea of the distribution might be obtained. While only the Mean is given in the discussion which follows, the standard deviation is included in the tables contained in Appendix Eight. The questionnaire itself is contained in Appendix Five.

Answers of 'Would Like Very Much' were weighted by five, 'Would Like' by four, 'Don't Know' or 'No Opinion' by three, 'Would Not Like' by two, and 'Would Dislike Very Much' by one. In reading the results, the following scale should be used.



It will be observed that 'No Opinion' is a point on the scale, while the other statements represent intervals.

	Edmonton	Rural	Red Deer

Civilisation

In their French class the students

1. Read about the daily lives of French-speaking people.

Grade Six	2.269	2.543	4.0
Grade Nine	2.655	2.845	3.148
French 20	3.6	3.194	3.09
French 21	3.5	-	3.25

2. Watch films, filmstrips, or television programs about French people.

Grade Six	3.23	3.158	4.263
Grade Nine	2.552	3.888	3.963
French 20	3.8	3.676	3.636
French 21	2.706	-	4.325

3. Study the history of French-speaking people.

Grade Six	2.48	2.5	3.2
Grade Nine	2.31	2.263	2.777
French 20	3.266	2.371	2.181
French 21	3.823	-	3.375

4. Read about the art, music, and literature of French-speaking people.

Grade Six	2.54	2.5	3.316
Grade Nine	2.862	2.5	2.852
French 20	3.533	2.636	3.363
French 21	3.437	-	3.125

5. Watch films about the art, music, and literature of French people.

Grade Six	3.04	2.818	3.631
Grade Nine	2.897	2.915	3.259
French 20	3.533	3.083	3.181
French 21	2.47	-	3.375

	Edmonton	Rural	Red Deer
6. Talk to a French-speaking person about his or her life.			
Grade Six	3.318	2.777	4.579
Grade Nine	3.069	3.759	4.259
French 20	4.533	3.861	4.727
French 21	3.765	-	4.625
7. Listen to the teacher talk about the daily lives of French-speaking people.			
Grade Six	3.076	2.527	3.263
Grade Nine	2.333	2.333	2.741
French 20	3.2	2.666	3.273
French 21	2.647	-	3.25
8. Exchange letters with someone who lives in Quebec or in a country where people speak French.			
Grade Six	3.692	3.25	4.842
Grade Nine	3.666	3.81	4.333
French 20	3.6	3.735	4.455
French 21	3.353	-	4.25

Presentation

The teacher introduces a new conversation or sentences in French by:

9. Showing a filmstrip which has a picture for just about every sentence.			
Grade Six	3.653	3.323	3.842
Grade Nine	2.931	2.948	3.296
French 20	3.4	3.166	3.273
French 21	3.176	-	3.625
10. Giving a short explanation in English about the situation before letting the class see or hear the new material.			
Grade Six	3.23	3.229	3.316
Grade Nine	3.793	3.724	3.296
French 20	3.466	3.777	3.09
French 21	3.235	-	3.625

	Edmonton	Rural	Red Deer
11. Telling or having the class read a story which contains the new material.			
Grade Six	2.385	2.6	3.526
Grade Nine	3.179	2.813	3.111
French 20	2.733	2.861	3.727
French 21	3.824	-	3.25
12. Having the class look at their text where the sentences or conversations are printed in French with their meanings nearby.			
Grade Six	2.73	3.371	4.0
Grade Nine	3.207	3.695	3.629
French 20	3.6	3.714	3.182
French 21	3.375	-	3.5
13. Explaining the rules which show how you make up a French sentence.			
Grade Six	3.346	3.25	3.105
Grade Nine	3.464	3.355	3.074
French 20	4.0	3.055	3.818
French 21	3.47	-	3.5

Meaning

The teacher explains the meaning of the new words or sentences by:

14. Giving an explanation in French while pointing to parts of the filmstrip picture			
Grade Six	2.769	3.441	3.789
Grade Nine	3.069	3.169	3.444
French 20	3.143	3.294	3.727
French 21	3.235	-	3.5
15. Giving an explanation in French along with gestures (actions), drawings.			
Grade Six	3.385	3.583	3.684
Grade Nine	3.69	3.131	3.666
French 20	3.5	3.378	4.455
French 21	3.765	-	3.875

	Edmonton	Rural	Red Deer
16. Writing the English meaning on the blackboard or on the overhead projector.			
Grade Six	3.538	3.514	2.895
Grade Nine	2.704	3.525	3.444
French 20	3.643	3.167	2.182
French 21	2.47	-	2.125
17. Saying in English what the sentence means.			
Grade Six	3.73	3.555	3.0
Grade Nine	3.552	3.712	3.555
French 20	3.857	3.861	3.0
French 21	3.529	-	2.75
18. Having the class look at the English meaning in their textbook.			
Grade Six	2.923	2.735	2.789
Grade Nine	2.897	3.075	2.925
French 20	4.0	2.944	2.364
French 21	3.059	-	2.5
The teacher helps the students to understand a variety of voices by:			
19. Playing tapes with the voices of a great many people.			
Grade Six	3.32	3.083	4.421
Grade Nine	2.821	3.274	3.370
French 20	3.357	3.639	3.636
French 21	3.063	-	3.875
20. Playing tapes with the voices of people from many different parts of French Canada.			
Grade Six	3.192	3.277	4.105
Grade Nine	3.071	3.322	3.555
French 20	3.143	3.5	3.636
French 21	2.588	-	4.125

	Edmonton	Rural	Red Deer
21. Having the class watch films or television programs with French sound tracks.			
Grade Six	3.23	3.441	3.842
Grade Nine	3.179	3.845	3.74
French 20	4.0	3.778	3.455
French 21	3.588	-	3.0

Repetition

The teacher gives an example of the new sentence for the class to repeat by:

22. Playing a tape with the sentences recorded on it.			
Grade Six	2.577	3.277	4.158
Grade Nine	2.679	3.375	2.851
French 20	3.214	3.0	3.727
French 21	2.437	-	3.875
23. Repeating the sentence himself or herself.			
Grade Six	3.808	3.277	3.765
Grade Nine	3.821	3.552	3.444
French 20	3.286	2.297	4.455
French 21	3.412	-	4.0

When the class repeats the new sentence the first few times they usually repeat:

24. In a group after the tape recorder.			
Grade Six	3.346	3.305	3.947
Grade Nine	3.071	2.866	2.629
French 20	3.071	2.917	2.273
French 21	3.0	-	2.5
25. One person at a time after the tape recorder.			
Grade Six	3.038	3.143	3.789
Grade Nine	2.929	2.859	3.074
French 20	2.786	3.371	4.0
French 21	3.0	-	3.625

	Edmonton	Rural	Red Deer
26. In a group after the teacher.			
Grade Six	3.423	3.027	4.211
Grade Nine	3.536	3.47	2.851
French 20	2.786	3.054	3.0
French 21	3.0	-	2.875
27. After the teacher one person at a time.			
Grade Six	3.6	3.314	4.263
Grade Nine	3.571	3.123	3.481
French 20	3.143	3.444	4.455
French 21	2.823	-	3.875

Drill Activities (Acquisition)

Once the class has learned to say the sentences correctly, the teacher:

28. Has them copy the new sentences in their notebooks.			
Grade Six	2.815	2.914	3.316
Grade Nine	3.0	2.895	4.111
French 20	3.5	2.889	3.273
French 21	3.176	-	2.5
29. Has them open their texts to the new sentences and read them aloud.			
Grade Six	2.615	2.861	2.947
Grade Nine	3.036	2.926	3.037
French 20	3.643	3.028	3.09
French 21	3.0	-	3.125
30. Has them memorize the new sentences.			
Grade Six	3.296	2.611	3.474
Grade Nine	2.5	2.589	2.593
French 20	2.857	2.686	2.0
French 21	2.294	-	1.75

	Edmonton	Rural	Red Deer

31. Has them practice the new sentences by putting in different words for some of the words in the sentences (pattern drills).

Grade Six	3.75	2.162	3.053
Grade Nine	3.571	3.228	3.555
French 20	3.071	3.417	4.181
French 21	3.412	-	3.875

32. Asks them questions which allow them to use the new words or sentences in the answer.

Grade Six	3.346	3.083	4.105
Grade Nine	3.773	3.439	3.851
French 20	3.643	3.917	4.455
French 21	3.765	-	4.0

33. Has them act out the conversations.

Grade Six	2.923	3.472	3.737
Grade Nine	2.929	2.949	2.555
French 20	2.143	2.145	2.727
French 21	3.0	-	2.625

34. If the class is using a program with filmstrips, has them give the sentence which accompanies each picture.

Grade Six	3.132	3.15	4.053
Grade Nine	3.037	3.904	2.814
French 20	3.0	3.594	3.364
French 21	2.588	-	2.625

Drill Activities (Communication)

To give the class practice in using the French which they have learned, the teacher has them:

35. Make up sentences to go with a cartoon or picture and tell them to the class.

Grade Six	3.444	3.444	4.789
Grade Nine	3.655	3.414	3.074
French 20	3.071	3.417	2.818
French 21	3.294	-	3.75

	Edmonton	Rural	Red Deer
36. Write sentences to go with cartoons or pictures.			
Grade Six	3.92	3.277	3.526
Grade Nine	3.483	3.439	3.111
French 20	4.0	3.5	3.636
French 21	3.823	-	3.5
37. Answer a question in French.			
Grade Six	3.916	3.108	3.631
Grade Nine	3.643	3.4	3.925
French 20	3.357	3.605	4.0
French 21	3.176	-	3.5
38. Give a summary in French of a story or conversation.			
Grade Six	2.24	2.371	2.579
Grade Nine	3.2	2.821	2.777
French 20	3.786	2.889	4.09
French 21	4.0	-	3.0
39. Answer questions about stories or conversations with which the class has been working.			
Grade Six	2.423	2.638	3.842
Grade Nine	3.348	3.148	3.37
French 20	3.714	3.25	4.0
French 21	3.529	-	3.375
40. Ask questions about stories or conversations with which the class has been working.			
Grade Six	2.692	3.111	4.316
Grade Nine	3.276	3.392	3.629
French 20	3.857	3.389	3.818
French 21	4.059	-	3.375

	Edmonton	Rural	Red Deer
41. Describe a picture or a series of pictures orally.			
Grade Six	3.461	3.222	3.947
Grade Nine	3.464	3.228	3.407
French 20	3.643	3.417	4.09
French 21	3.529	-	3.571
42. Talk about their own lives or interests in French.			
Grade Six	2.808	2.722	3.579
Grade Nine	3.214	3.226	2.888
French 20	3.571	3.139	3.454
French 21	4.118	-	3.571
43. Prepare skits or plays in French.			
Grade Six	3.731	3.973	4.263
Grade Nine	3.724	3.463	3.037
French 20	3.571	2.833	3.182
French 21	3.412	-	3.0
44. Create their own conversations.			
Grade Six	3.32	3.262	2.789
Grade Nine	3.786	3.508	3.296
French 20	3.286	3.5	4.09
French 21	3.176		3.143
45. Prepare and put on plays using puppets.			
Grade Six	3.538	3.861	4.263
Grade Nine	2.607	3.115	2.518
French 20	3.0	2.25	3.273
French 21	2.882	-	3.273

	Edmonton	Rural	Red Deer
46. Act in plays or skits using French.			
Grade Six	3.25	3.727	4.315
Grade Nine	3.536	3.228	2.740
French 20	2.888	2.861	3.0
French 21	2.555	-	3.286
47. Talk in French with someone who speaks the language.			
Grade Six	3.269	3.083	4.263
Grade Nine	3.643	3.474	3.629
French 20	3.444	3.75	4.636
French 21	3.222	-	4.714
48. Make up new sentences in French using the sentences which they have just learned as patterns.			
Grade Six	2.88	2.971	3.631
Grade Nine	2.852	3.235	3.148
French 20	3.333	3.216	4.0
French 21	3.222	-	3.571
49. Give an oral report or composition in front of the class.			
Grade Six	2.077	2.444	2.579
Grade Nine	2.464	2.4	1.888
French 20	2.0	2.278	2.455
French 21	2.889	-	3.286
50. Play games in French.			
Grade Six	3.923	4.229	4.684
Grade Nine	3.827	3.333	3.148
French 20	3.777	3.472	3.727
French 21	2.667	-	3.429

	Edmonton	Rural	Red Deer
Reading			
The class is given a chance to read:			
51. Stories (fiction) in French.			
Grade Six	2.885	2.941	4.0
Grade Nine	3.5	3.386	3.74
French 20	3.777	3.778	3.727
French 21	4.333	-	4.286
52. Non-fiction in French.			
Grade Six	2.808	2.469	3.421
Grade Nine	3.286	2.96	3.259
French 20	3.666	3.583	3.455
French 21	3.889	-	3.714
53. Plays in French.			
Grade Six	2.961	3.222	4.526
Grade Nine	3.5	3.14	2.925
French 20	3.0	3.139	3.909
French 21	3.444	-	3.571
54. Poetry in French.			
Grade Six	2.231	2.806	3.526
Grade Nine	2.5	2.429	2.74
French 20	2.888	2.914	4.0
French 21	2.555	-	3.429
55. Specially written magazines for students studying French such as Bonjour, Ca va?, Chez nous, Feu vert.			
Grade Six	2.96	3.167	3.842
Grade Nine	3.143	3.269	4.444
French 20	3.333	3.778	4.364
French 21	3.778	-	4.0

	Edmonton	Rural	Red Deer
56. Newspapers or magazines in French which the class has made up for itself.			
Grade Six	2.643	3.2	3.947
Grade Nine	3.393	3.07	3.0
French 20	2.888	2.944	3.364
French 21	2.0	-	3.714
57. Newspapers in French from Alberta, Quebec, and France.			
Grade Six	3.0	2.861	3.895
Grade Nine	3.179	3.071	3.407
French 20	3.888	3.555	3.818
French 21	3.333	-	3.857
58. Magazines written in French for French-speaking people, such as Paris Match, le Magazine Maclean.			
Grade Six	2.615	3.138	3.474
Grade Nine	2.926	2.947	3.111
French 20	3.111	3.5	4.09
French 21	3.333	-	4.286

Writing

The teacher has the class:

59. Translate sentences from English into French.			
Grade Six	3.565	3.111	3.526
Grade Nine	3.286	3.0	3.333
French 20	3.555	3.611	3.364
French 21	3.222	-	3.286
60. Translate sentences from French into English.			
Grade Six	3.538	4.027	3.737
Grade Nine	3.107	2.789	3.518
French 20	3.666	3.886	3.182
French 21	3.0	-	2.857

	Edmonton	Rural	Red Deer
61. Write exercises where the student is asked to fill in one or two words to complete the sentence.			
Grade Six	3.692	3.666	4.0
Grade Nine	3.786	3.263	3.444
French 20	4.111	3.833	3.636
French 21	3.667	-	3.857
62. Copy sentences from the board or from the overhead projector.			
Grade Six	3.269	2.861	3.579
Grade Nine	2.786	2.596	2.111
French 20	2.666	2.833	3.0
French 21	2.444	-	3.0
63. Take dictation in French.			
Grade Six	2.76	2.878	3.0
Grade Nine	2.536	2.772	2.074
French 20	3.666	3.194	4.0
French 21	2.889	-	3.857
64. Write sentences to go with a picture or a cartoon.			
Grade Six	3.36	3.166	4.053
Grade Nine	3.536	2.772	2.074
French 20	3.666	3.031	4.182
French 21	3.0	-	3.714
65. Write compositions based on a subject which the teacher has given.			
Grade Six	1.964	2.388	2.895
Grade Nine	2.571	2.145	2.666
French 20	3.555	2.583	3.909
French 21	3.111	-	3.286

	Edmonton	Rural	Red Deer
66. Write poetry.			
Grade Six	1.808	2.416	3.0
Grade Nine	2.036	2.24	2.296
French 20	2.666	2.078	3.636
French 21	1.778	-	2.714
67. Write articles or stories for a class or school newspaper in French.			
Grade Six	2.16	3.057	3.421
Grade Nine	3.071	2.66	2.444
French 20	2.777	2.555	3.09
French 21	2.444	-	3.286

Music

The French class:

68. Listens to folk songs.			
Grade Six	3.0	3.418	3.684
Grade Nine	2.461	2.895	3.185
French 20	3.777	3.324	3.455
French 21	3.111	-	3.857
69. Sings folk songs.			
Grade Six	2.964	3.143	4.316
Grade Nine	2.63	2.842	2.37
French 20	2.666	2.944	2.636
French 21	2.0	-	2.857
70. Listens to modern music from France.			
Grade Six	3.115	3.714	4.631
Grade Nine	3.25	3.754	3.777
French 20	3.888	4.139	3.818
French 21	3.667	-	3.857

	Edmonton	Rural	Red Deer
71. Listens to modern music from Quebec.			
Grade Six	3.154	3.527	4.579
Grade Nine	3.107	3.719	3.703
French 20	4.0	4.028	4.273
French 21	4.222	-	4.143
72. Sings songs from France.			
Grade Six	3.077	3.416	4.421
Grade Nine	2.607	2.873	2.444
French 20	2.555	3.194	2.727
French 21	2.111	-	3.143
73. Sings songs from Quebec.			
Grade Six	2.808	3.25	4.263
Grade Nine	2.714	2.786	2.23
French 20	2.444	3.083	2.818
French 21	2.222	-	3.286
74. Writes their own songs in French.			
Grade Six	1.64	2.138	2.895
Grade Nine	2.379	2.386	1.888
French 20	2.222	2.278	3.545
French 21	1.889	-	2.714

Language Laboratory

The teacher sends his or her class to the language lab to:

75. Listen to tapes to practice understanding what people are saying.			
Grade Six	2.923	3.235	3.7
Grade Nine	3.444	3.518	3.703
French 20	3.111	3.757	4.0
French 21	3.666	-	4.286

	Edmonton	Rural	Red Deer
76. Do oral drills (practice speaking).			
Grade Six	3.56	3.027	3.474
Grade Nine	3.654	3.088	3.481
French 20	3.222	3.935	4.0
French 21	4.111	-	4.134
77. Repeat sentences.			
Grade Six	3.56	2.697	4.0
Grade Nine	3.741	3.222	3.814
French 20	3.0	3.484	3.182
French 21	3.555	-	3.857
78. Take tests.			
Grade Six	2.166	2.361	3.5
Grade Nine	2.481	2.237	2.37
French 20	2.0	2.344	3.182
French 21	2.667	-	3.714

Study Ten STUDENT PREFERENCE FOR TYPE OF LEARNING APPROACH AS INDICATED BY SELECTION OF ONE OF THREE IMAGINARY FRENCH CLASSES

Description of the Study

Students were asked to read descriptions of three imaginary French classrooms. They were then asked to express a preference for one of them. Results are given in per cent based on the selection within each school. The descriptions themselves are contained in Appendix Six.

The Data

Grade Six	Classroom One	Classroom Two	Classroom Three
St. Martin	33.33	16.67	50.0
St. Mathew	12.5	4.17	83.33
Eckville	21.05	21.05	57.9
Satinwood	28.57	42.86	28.57
Lacombe	38.46	15.38	46.16
Red Deer	22.22	11.11	66.67
Total	26.28	15.25	58.47
Grade Nine			
St. Gabriel	31.58	15.79	52.63
Sir John Thompson	15.38	11.54	73.08
F.G. Miller	45.45	9.09	45.45
Clive	80.0	0.0	20.0
Eckville	28.57	19.05	52.38
Lacombe	25.0	0.0	75.0
Red Deer	30.77	3.85	65.38
Total	26.43	8.57	65.0

French 20	Classroom One	Classroom Two	Classroom Three
St.Joseph	43.75	18.75	37.5
Ashmont	83.33	16.67	0.0
F.G. Miller	40.0	40.0	20.0
Eckville	40.0	10.0	50.0
MAC Central	40.0	0.0	60.0
Lacombe	35.71	14.29	50.0
Red Deer	31.58	15.79	52.63
Total	44.45	16.05	39.5

French 21			
Austin O'Brien	26.315	10.526	63.158
Lindsay Thurber	27.272	18.182	54.545
Total	26.667	13.333	60.0

Study Eleven TEACHER PROGRAM ATTITUDES, PRE- AND IN-SERVICE PREPARATION, AND PRIORITIES IN THE FRENCH CURRICULUM

Description of the Study

Teachers in whose classes the remainder of the survey was being carried out were asked to complete a questionnaire giving details of their experience, preparation, programs used and their opinion of them, pre- and in-service activities, and their recommendations regarding the ordering of content in the French Curriculum. A copy of this questionnaire is given in Appendix Twelve. Only two teachers failed to complete the questionnaire.

The Data

Table 11.1 Area and Type of School Represented

	Elementary	Junior High	Senior High	Combination
Edmonton	2	1	2	
Red Deer	-	1	1	
Town or County	2	1	2	4

n = 16

Table 11.2 Percentage of Teaching Time Spent Teaching French

	0-24	25-49	50-74	75-89	90-100
Elementary	2	2			
Junior High		2			2
Senior High		3			3

Table 11.3 French Programs Used

	Elementary	Junior High	Senior High	
Bonjour Line	3			
J'écoute, je parle	1	1	1	(different levels)
Ecouter et parler		1	1	
Le français international			1	
Voix et images		3	6	
Chez les Français			1	

Table 11.4 Satisfaction With Programs Used

	Extremely Satisfied	Satisfied	No Opinion	Dissatisfied	Extremely Dissatisfied
Bonjour Line		1		1	
Parlons français				1	1
J'écoute, je parle	1	2			
Ecouter et parler		1		1	
Le français international	1				
Voix et images	1	5	1	2	
Chez les Français				1	

Table 11.5 Formal Preparation in Terms of University Courses in Methods

	0	1	2	3	4
Elementary					
Urban	1				1
Rural		1	1		
Junior High					
Urban		1	1		
Rural		2			
Senior High					
Urban		2		1	
Rural	2		2		1

Table 11.6 In-Service Activities Participated In During the Past Five Years

	Summer School/ Evening Credit	Institutes & Workshops	Day-Long or Part Day In-Serv.	Travel or Study in Fr. Areas	Professional Journals
Elementary					
Urban	-	2	2	1	1
Rural	1	-	1	1	1
Junior High					
Urban	2	1	2	2	1
Rural	1	1	2	1	1
Senior High					
Urban	2	3	3	2	2
Rural	1	2	2	4	4

Table 11.7 Number of In-Service Activities Participated In By Individual Teachers

No. of Activities	0	1	2	3	4	5
Elementary						
Urban	-	-	1	-	1	-
Rural	-	1	-	1	-	-
Junior High						
Urban	-	-	-	1	-	1
Rural	-	1	-	-	-	1
Senior High						
Urban	-	-	-	1	-	2
Rural	-	1	-	3	1	-

Number of Teachers Involved

Table 11.8 Potential Support for Suggested In-Service Activities*

	Elementary Urban	Elementary Rural	Junior High Urban	Junior High Rural	Senior High Urban	Senior High Rural
One-Day Workshops	1	1	2	1	1	2
University Courses	1	0	2	1	3	1
Single Topic Videotapes	0	1	0	0	1	1
Three Day Crash Programs	1	0	0	1	0	2
Week-Long All-Day Institutes (Summer)	2	0	0	1	2	1
Videotapes of Other Teachers With Same Program	0	2	2	1	0	1
Reprints of Selected Articles	0	0	0	1	0	0
Number of Respondees	2	2	2	2	3	5

*In connection with this table, the reader is referred to the comments which are made by the various teachers in Part III under Study 11.

Table 11.9 Teacher Priorities in the French Curriculum

Teachers were asked to rank order five curriculum topics: Speaking, Aural Comprehension, Cultural Understanding (People), Reading, and Writing. In view of the diversity in their replies, it was thought advisable to present all answers to this problem separately but without identifying the teacher other than by geographic location and grade level.

	First	Second	Third	Fourth	Fifth
Elementary					
Urban	Compr.	Speaking	People	Reading	Writing
	Compr.	Speaking	People	Reading	Writing
Rural	Compr.	Speaking	People	Reading	Writing
	Compr.	Speaking	People	Reading	Writing
Junior High					
Urban	Speaking	Compr.	People	Reading	Writing
	Compr.	Speaking	Reading	Writing	People
Rural	Speaking	Compr.	People	Reading	Writing
	Compr.	Speaking	Reading	Writing	People
Senior High					
Urban	Compr.	Speaking	People	Reading	Writing
	Compr.	Speaking	Writing	Reading	People
Rural	Compr.	Speaking	-	-	-
	Compr.	Reading	Writing	Speaking	People
	Compr.	Speaking	(Reading or	People)	Writing
	Speaking	Compr.	Reading	People	Writing
	Speaking	Compr.	Writing	People	Reading

PART TWO

ANALYSIS OF THE RESULTS OBTAINED IN ORAL TESTING

A sample of students from each class was tested orally to determine their ability to participate in communication-type activities, rather than on the discrete-item, small skill standardized test. This decision was taken for reasons which have already been discussed in the introduction to this study.

The tests, which were to be administered on a face to face basis, were designed to approximate real life situations as closely as possible, while keeping the practicality of the classroom in mind. To this end, the following types of test situations were used:

1. Aural comprehension
   a. Without visual cues.
   b. With visual cues.
2. Question answering ability.
3. Task completion (specified).
4. Descriptive ability (with visual cues).
5. Question asking ability (interviewing).

The rationale for each type of question was as follows. Social communication involves the ability to comprehend and answer questions for which the participant is not necessarily prepared in advance; the ability to perform specific tasks; the ability to talk with people about themselves and about their interests, and finally a skill which approximates story telling, or the ability to narrate or describe. Most of these take place without visual support, since the speaker or listener is interpreting all this on the basis of real life. Since a testing situation is somewhat artificial, and since it is very difficult to create out of nothing, it was decided to use visual supports in some tests in order to allow the student to concentrate on the language, as well as to control somewhat what he would have to say.

By using an open-ended format for sub-tests 4 and 5, it was hoped to gain useful information about the number of sentence structures, their length, and the amount of vocabulary which the better student could produce at each grade level, in the first case in a fixed amount of time, and in the second without a time limit being imposed. This worked out somewhat better than we had planned, since by accident a few Francophone students had been included in the sample, a fact which was only discovered during the testing.

It was decided to let these students participate so that some comparison might be made between the production of a native speaker and that of a person who is learning the language.

In reporting the data, the identity of the individual schools has not been revealed. The emphasis in this study is on possible achievement at a given grade level, not on how well a particular school's students have performed. The schools themselves, of course, will be told the letter of the alphabet that stands for them.

Finally, except for the question-answer and picture description tests, the same test items and formats were used at all grade levels in order to determine the extent of the student's proficiency in handling these problems as he moves through the grades.

Test One Aural Comprehension Without Visual Cues

This situation differs from that of the normal classroom testing procedure in two ways. First, the questions asked had no application to anything recently studied.* In the second place, while the lack of consistency was appreciated, it was decided to administer the test live rather than on tape, since we were trying to approximate a communication situation. To this end, as many different interrogative structures as possible were used.

The actual questions asked are given below and were the same for all students at each grade level. Students were told to respond as quickly as possible, giving a one or two word answer in either English or French, since the emphasis was to be on demonstrating comprehension of the question, rather than on the ability to form a well-worded answer. It will be noticed that this approximates real life communication where one-word answers enjoy more prestige than they do in the classroom.

1. Qui est le premier ministre du Canada?
2. Comment s'appelle ton école?
3. Combien font seize et quatre?
4. En quelle saison est Noel?

---

* As an aside it should be mentioned that in response to the first question on the test, many students replied, "Macdonald," which puzzled the testing team until it was discovered that these classes had been studying the prime ministers of Canada during the past few weeks. Perhaps the difference between 'premier ministre' and 'premier premier ministre' needs to form a part of our programs.

5. Tu as beaucoup d'argent?
6. Quel âge as-tu?
7. Est-ce que ton école est très grande?
8. Est-ce qu'il fait froid en été?
9. A quelle heure prends-tu ton déjeuner?

In scoring the answers, the average number of questions understood (as shown by the student's answer) was divided by the average number of seconds elapsing between the end of the examiner's question and the beginning of the student's response. This produced a figure which for reference purposes I shall call the 'Comprehension Coefficient.'

In reporting the data, I have taken rather drastic liberties with the legal definition of French 20. My definition of this course is that any French course at the high school level is by definition a French 20 course unless there is in the same school a French 21 course which permits a certain amount of streaming. The reader should examine the data to decide whether or not my position is justified.

School	Average Number of Questions Understood	Average Time in Seconds	Comprehension Coefficient	n
Grade Six				
A.	4.29	3.95	1.086	12
B.	3.46	3.99	0.867	12
C.	1.5	3.39	0.442	7
D.	3.5	2.7	1.296	6
E.	1.68	9.27	0.181	19
F.	3.833	8.233	0.465	3*
Grade Average	2.847	5.695	0.499	n = 59

* Regretably in this last school the tape recorder broke down after the third student had been tested. This was not noticed until the end of the testing session.

School	Average Number of Questions Understood	Average Time in Seconds	Comprehension Coefficient	n
Grade Nine				
Group I (Students in these schools began French in Grade Four).				
G.	6.094	1.9	3.207	16
[illegible]	6.083	2.75	2.212	6
I.	5.292	5.833	0.907	12
Group II (Students in these schools began French in Grade Six).				
J.	5.727	4.664	1.228	11
K.	3.15	4.58	0.688	10
L.	5.179	2.289	2.263	14
Group III (Students in this school began French in Grade Seven).				
M.	3.313	2.0	1.656	8
Averages for Each Group				
Group I	5.809	3.438	1.69	34
Group II	4.771	3.69	1.293	35
Group III	3.313	2.0	1.656	8
Grade Average	5.078	3.403	1.492	n = 77
French 20				
Group I (Students in these schools began French in Grade Four).				
N.	7.6	1.84	4.13	5
O.	6.625	1.575	4.206	8

School	Average Number of Questions Understood	Average Time in Seconds	Comprehension Coefficient	n
Group II (Students in these schools began French in Grade Seven).				
P.	2.318 *	3.418	0.678	6
Q.	5.55	2.46	2.256	10
R.	6.022 *	3.533	1.705	9
S.	7.2	2.0	3.6	5
Group III (Students in this group began French in Grade Ten).				
T.	2.318	3.418	0.678	11
Averages for Each Group				
Group I	6.23	1.677	3.715	13
Group II	6.356	2.796	2.273	30
Group III	2.318	3.418	0.678	11
Course Average	5.504	2.654	2.074	n = 54
French 21				
U.	7.167	1.305	5.492	18
V.	7.9	1.36	5.809	5
Course Average	7.326	1.404	5.218	n = 23

* Legally a French 21.

Test Two Question-Answer With Visual Cues

Students were shown a picture and were asked a set of seven questions about it. Again the emphasis in this part of the evaluation was on demonstrating comprehension of the question through the answers given, rather than an emphasis on the answers themselves. This time, however, credit was given for the answer, to be produced in French. The weakness in this, of course, lies in the fact that if the student doesn't comprehend the question he will be unable to provide an answer to it. As for the answer, as long as it was understandable, he was given credit for it.

Two sets of questions were used owing to the fact that testing once in awhile had to take place in two schools simultaneously. Each set of questions included the same interrogative forms. The only difference lay in the fact that two entirely different pictures were used. The first picture was based on a winter scene, the second on a square in a French village. The two sets of questions were as follows:

Picture One (Winter scene)

1. Combien de garçons et de filles y a-t-il?
2. Comment s'appelle la fille?
3. Que font les enfants ici?
4. Est-ce que la maison est grande?
5. Où sont les arbres?
6. C'est l'hiver?
7. De quelle couleur est la neige?

Picture Two (Village square scene)

1. Combien de voitures y a-t-il?
2. Comment s'appelle la jeune fille?
3. Que font les enfants ici?
4. Est-ce que l'hôtel est grand?
5. Où sont les arbres?
6. C'est l'été ou c'est l'hiver?
7. De quelle couleur est le chien?

If the student was unable to produce an answer, his comprehension of the question was verified by other means.

School	Average Number of Questions Understood	Average Number Answers Given	Ratio Q/A	n
Grade Six				
A.	2.9	2.409	1.204	11
B.	2.25	1.583	1.421	12
C.	2.143	1.786	1.199	7
D.	2.583	1.916	1.348	6
E.	2.444	1.638	1.492	18
F.	5.3	4.1	1.293	15
Grade Average	3.087	2.326	1.327	69
Grade Nine				
Group I	(Students in this group began French in Grade Four).			
G.	5.464	4.357	1.254	14
H.	3.375	2.813	1.199	8
I.	4.333	3.5	1.238	12
Group II	(Students in this group began French in Grade Six).			
J.	3.208	2.875	1.116	12
K.	4.3	3.1	1.387	10
L.	5.5	4.143	1.327	14
Group III	(Students in this group began French in Grade Seven).			
M.	2.417	1.667	1.449	12
Averages for Each Group				
Group I	4.573	3.691	1.239	34
Group II	4.402	3.43	1.283	36
Group III	2.417	1.667	1.449	12
Grade Average	4.183	3.28	1.275	n = 82

School	Average Number of Questions Understood	Average Number of Answers Given	Ratio Q/A	n
French 20				
Group I (Students in this group began French in Grade Four).				
N.	Defective tape recorder - No data			
O.	5.375	4.437	1.211	8
Group II (Students in this group began French in Grade Seven).				
P.*	6.25	5.083	1.229	6
Q.	5.5	4.25	1.294	10
R.*	5.111	4.611	1.108	9
S.	5.5	4.7	1.17	5
Group III (Students in this group began French in Grade Ten)				
T	1.8	1.45	1.241	10
Averages for Each Group				
Group I	5.375	4.437	1.211	8
Group II	5.355	4.452	1.2	31
Group III	1.8	1.45	1.241	10
Course Average	4.633	3.837	1.2	49
French 21				
U.	6.555	5.305	1.235	18
V.	7.0	6.1	1.147	5
Course Average	6.652	5.478	1.214	23

* Legally French 21

Test Three Task Completion (Specified)

Part of communication involves either the provision or the seeking of information. Such activities usually are derived from a felt need on the part of the student. To create this need artificially, the so-called 'Job Jar' items were devised, twenty in all, arranged in two groups of ten and printed on 3x5 filing cards. These tasks differ from the interview in that they do not necessarily have anything to do with the examiner's personal life as does the interview; the focus is more likely to be on the student.

This activity places the student to some extent in the position of an interpreter functioning between two people who do not share a language in common. The people in this instance are the 'Job Jar' cards on the one hand, which may be regarded as the initiator of the activity, and the examiner who will become the source of the information desired, or the recipient of the information offered depending on the circumstances.

Students were randomly assigned either tasks 1-10 or 11-20. The cards were placed face down on the table; the student read each in turn, and carried out the task requested. The specific items are listed below.

1. Ask how much a blue book costs.
2. Ask the lady you're talking to if she speaks French.
3. Tell the lady you're talking to that you like French a lot.
4. Tell the person you're talking to that there are twenty boys in your class.
5. Tell the person you're talking to that you have a brown coat.
6. Tell the lady that you like to watch television.
7. Ask the lady you're talking to if her French teacher is old.
8. Tell the lady you're talking to that it's very hot today.
9. Ask the lady you're talking to if her house is big.
10. Tell the lady you're talking to that you have a lot of money.

11. Ask the lady you're talking to where her school is.
12. Tell the lady you're talking to what the capital of Alberta is.
13. Tell the lady you're talking to that you sing in your French class.
14. Tell the lady you're talking to what you'd like for Christmas.
15. Tell the lady you're talking to when your birthday is.
16. Tell the lady you're talking to what your favorite book is called.
17. Tell the lady you're talking to how old you are.
18. Ask the lady where your French teacher is.
19. Ask the lady you're talking to what color she likes.
20. Tell the lady that you have red flowers in your garden.

The average number of tasks completed per class, group, and grade is given in the tables below as are the average number of errors affecting comprehension and the average number of those which do not affect comprehension. Finally, a statistic called the 'Task Coefficient' is compiled for each class, group, and grade by dividing the total tasks completed by the total number of comprehension-affecting errors (weighted by two) and non-comprehension affecting errors (unweighted). A high score on this index indicates a large number of tasks completed compared to the total number of errors made in the process.

School	n	Av. No. of Tasks Completed	Av. No. of Compr. Affecting Errors *	Av. No. of Non-Compr. Aff. Errors* (*unweighted)	Task Coefficient
Gr. 6					
A.	5	2.9	2.2	1.8	.468
B.	11	1.909	1.364	1.182	.488
C.	7	.214	.143	0.0	.75
D.	6	1.583	1.5	1.667	.339
E.	19	.342	.474	.158	.309
F.	8	1.637	1.75	2.375	.287
Grade Average		1.187	1.053	.964	.387
Grade Nine					
Group I (Students in this group began French in Grade Four) .					
G.	16	5.031	2.375	5.063	.513
H.	6	4.083	2.833	3.5	.445
I.	12	3.0	2.75	2.583	.371
Group II (Students in this group began French in Grade Six).					
J.	12	4.0	2.333	2.5	.558
K.	10	3.95	3.0	2.5	.465
L.	13	5.577	3.23	3.15	.58
Group III (Students in this group began French in Grade Seven).					
M.	8	2.563	3.0	1.875	.325

School	n	Av. No. Tasks Completed	Av. No. Compr. Affecting Errors	Av. No. Non-Compr. Aff. Errors	Task Coeff.
Group Averages					
Group I		4.147	2.588	3.912	.456
Group II		4.571	2.857	2.743	.541
Group III		2.563	3.0	1.875	.325
Grade Average		4.175	2.753	3.169	.489
French 20					
Group I (Students in this group began French in Grade Four).					
N.	5	6.9	2.4	5.6	.663
O.	8	6.625	3.75	5.125	.525
Group II (Students in this group began French in Grade Seven).					
P.*	6	8.417	1.667	4.5	1.074
Q.	9	6.667	3.222	3.889	.645
R.*	8	7.813	2.25	5.625	.772
S.	5	6.2	5.0	3.8	.449
Group III (Students in this group began French in Grade Ten).					
T.	10	1.75	1.5	1.0	.437
Group Averages					
Group I		6.73	3.23	5.308	.572
Group II		7.286	2.929	4.5	.703
Group III		1.75	1.5	1.0	.437
Course Average		6.059	2.725	5.98	.53

* Legally French 21.

School	n	Av. No. Tasks Completed	Av. No. Compr. Affecting Errors	Av. No. Non-Compr. Aff. Errors	Task Coeff.
French 21					
U.	[illegible]	.667	3.055	3.833	.67
V.	5	7.4	2.4	5.0	.755
Course Average		6.826	2.913	4.087	.689

Test Four Descriptive Ability With Visual Cues

In carrying out this part of the test, students were asked to examine one of two pictures for one minute, then during a period of two minutes to tell the examiner as much as they could about the picture and the activities taking place in it. From their answers it was hoped to obtain five measures.

1. The number of running words produced in a two minute period.
2. The number of different lexical items used.
3. The number of different grammatical structures used. (For the purpose of this study, transformations of previously-used structures were regarded as different structures).
4. The average number of grammatical elements per structure used.
5. A combined figure representing the number of errors affecting comprehension multiplied by two and the number of errors not affecting comprehension (unweighted).

From this data it was hoped to derive a final score which would take into account the number of errors made, the total number of words produced, and the total number of structures employed. The final formula is given below.

$$\frac{\text{Average weighted errors divided by Average Total Words Produced}}{\text{Average Number of Structures Used}}$$

In addition, a ratio was also calculated between the number of different lexical items produced and the total number of running words.

School	n	Average Wtd. Errors	Av. Diff. Words	Av. Total Words	Diff. Words/ Total Words	Av. No. Structures	Av. Elements per Structure	Final Index
Grade Six								
A.	11	7.0	22.818	40.636	.561	2.909	4.257	.059
B.	12	10.5	22.273	36.5	.61	1.917	4.484	.15
C.	6	4.833	8.666	12.333	.703	.5	1.928	.784
D.	6	7.216	12.5	22.833	.547	1.667	2.683	.188
E.	19	2.842	13.474	20.684	.651	0.421	1.55	.325
F.	15	10.0	23.8	40.133	.593	3.6	4.4	.069
Grade Average	69	6.521	17.913	30.304	.591	1.884	3.096	.118
Grade Nine								
Group I (Students in this group began French in Grade Four).								
G.	14	7.643	22.571	33.929	.665	2.429	4.111	.093
H.	6	14.666	33.333	55.166	.604	5.0	5.436	.053
I.	12	6.166	26.333	42.916	.613	5.166	3.753	.028
Group II (Students in this group began French in Grade Six).								
J.	12	4.0	22.833	36.866	.623	3.666	3.684	.029
K.	10	4.3	24.4	37.9	.644	3.7	4.273	.031
L.	13	10.08	29.0	47.23	.614	4.615	5.231	.046
Group III (Students in this group began French in Grade Seven).								
M.	8	5.75	18.0	27.625	.651	2.75	3.189	.075

School	n	Average Wtd.Errors	Av.Diff. Words	Av.Total Words	Diff.Words/ Total Words	Av.No. Structures	Av.Elements per Structure	Final Index
Grade Nine Group Averages								
Group I		8.406	26.0	41.281	.63	3.937	4.224	.052
Group II		6.343	25.571	40.943	.625	4.029	4.427	.038
Group III		5.75	18.0	27.625	.651	2.75	3.189	.075
Grade Averages	75	7.16	24.947	39.667	.629	3.853	4.421	.047
French 20								
Group I (Students in this group began French in Grade Four).								
N.		Not recorded. Def ective tape recorder.						
O.	8	11.875	38.5	74.375	.518	8.125	5.695	.019
Group II (Students in this group began French in Grade Seven).								
P.	6	7.666	25.333	38.666	.655	6.167	5.281	.032
Q.	9	7.333	43.778	70.667	.619	7.333	5.827	.014
R.	9	10.222	41.889	80.222	.522	8.555	5.222	.015
S.	5	11.6	36.4	50.8	.716	10.16	5.491	.022
Group III (Students in this group began French in Grade Ten).								
T.	10	1.9	11.8	15.0	.786	2.0	3.321	.063
Group Averages								
Group I		11.875	38.5	74.375	.518	8.125	5.695	.019
Group II		9.034	40.724	67.586	.603	7.207	5.669	.019
Group III		1.9	11.8	15.0	.786	2.0	3.321	.063

12.14

School	n	Average Wtd. Errors	Av. Diff. Words	Av. Total Words	Diff. Words/ Total Words	Av. No. Structures	Av. Elements per Structure	Final Index
French 20 (continued)								
Course Average	47	8.0	34.191	57.553	.594	6.255	5.174	.022
French 21								
U.	17	12.059	47.412	88.235	.537	8.235	6.381	.017
V.	6	8.167	36.667	61.333	.598	7.333	5.979	.018
Course Average	23	11.043	44.609	81.217	.549	8.0	6.276	.017

Test Five Question-Asking Ability (Interviewing)

This part of the series of tests represents the most unstructured portion of the evaluation. Students were told to find out as much as they could about the examiner by asking her questions. Restricting the questions to personal questions about the examiner exerted a very general form of control over the vocabulary and structures used. This worked at most grade levels except for Grade Six where desperation frequently forced the student beyond the purely personal area. No set time limit for responses was imposed in order to find out just what the student was capable of asking. As a result, it was this activity more than any other that consumed the most time.

The examiner was instructed to answer the student's question in French and as truthfully as she felt to be desirable. The student was asked to give the examiner's answer in English, thereby ensuring that a total conversational interchange had taken place.

The information received during this activity included: the total number of questions asked, the number of different interrogative structures employed, the number of comprehension-affecting errors, the number of errors that did not affect comprehension, and the number of examiner's answers understood. It must be appreciated that an increase in the number of questions asked will usually see an accompanying increase in the number of errors made.

School	n	Av. No. of Questions	Av. No. Diff. Interrog. Struct.	Av. No. Comp. Errors	Av. No. N/C Errors	Av. No. Ans. Understood
Grade Six						
A.	10	4.8	3.8	3.0	2.9	4.3
B.	11	5.182	4.273	.909	1.09	4.636
C.	7	0.571	0.571	0.0	.286	.571
D.	6	2.833	2.667	.333	1.667	2.667
E.	19	1.526	1.526	0.0	.579	1.474
F.	Defective tape					
Grade Average						
	53	3.283	2.528	.792	1.207	2.679

School	n	Av. No. of Questions	Av. No. of Diff. Interrog. Struct.	Av. No. of Comp. Errors	Av. No. N/C Errors	Av. No. of Ans. Understood
Grade Nine						
Group I (Students in this group began French in Grade Four).						
G.	16	5.875	2.937	.75	3.875	5.313
H.	6	7.333	2.667	2.167	5.833	6.333
I.	12	3.667	2.75	1.333	2.417	3.583
Group II (Students in this group began French in Grade Six).						
J.	13	5.077	2.615	1.154	2.615	4.077
K.	9	3.333	2.111	1.889	2.444	2.889
L.	13	5.923	3.692	.692	3.769	5.846
Group III (Students in this group began French in Grade Seven).						
M.	12	3.333	2.25	1.167	2.667	3.083
Group Averages						
Group I		4.412	2.823	1.206	3.706	4.882
Group II		4.943	2.886	1.171	3.0	4.429
Group III		3.333	2.25	1.167	2.667	3.083
Grade Average	81	3.247	2.765	1.185	3.247	4.419
French 20						
Group I (Students in this group began French in Grade Four).						
N.	5	8.2	4.8	0.4	4.25	7.8
O.	8	7.25	3.625	1.0	3.75	7.0

School	n	Av. No. of Questions	Av. No. of Diff. Interrog. Struct.	Av. No. of Comp. Errors	Av. No. N/C Errors	Av. No. of Ans. Understood
Group II (Students in this group began French in Grade Seven).						
P.	6	7.333	3.5	0.666	4.5	7.333
Q.	10	5.4	2.9	.1	3.4	5.1
R.	9	7.222	3.555	1.222	4.666	6.666
S.	5	5.6	3.4	0.8	3.2	5.6
Group III (students in this group began French in Grade Ten).						
T.	11	3.545	2.454	1.182	1.818	3.09
Group Averages						
Group I		7.615	4.077	.769	3.615	7.307
Group II		6.367	3.3	.667	3.967	6.1
Group III		3.545	2.454	1.182	1.818	3.09
Course Average	54	6.093	3.315	0.796	3.444	5.778
French 21						
U.	16	8.937	4.063	1.812	5.125	8.5
V.	5	7.0	3.2	0.4	3.2	6.8
Course Average	21	8.476	3.857	1.476	4.667	8.095

Summary of Part II Data and Related Statistical Tables

Test One Aural Comprehension Without Visual Cues

Table 1.0 MEAN SCORES - Comprehension Coefficient

Group	N	Mean	s.d.
Grade 6	56	0.869	1.026
Grade 9	81	2.424	2.439
French 20	53	2.904	2.58
French 21	23	10.891	10.552

Table 1.1 SUMMARY OF ONE-WAY ANALYSIS OF VARIANCE

	Sum of Squares	df	Mean Square
Treatments	3095.758	3	1031.9192
Within Groups	3013.1994	209	14.417
Total	6108.957	212	

F = 71.513

Table 1.2 COMPARISON OF GROUPS WITH SCHEFFE'S t' FOR SIGNIFICANCE

Groups	Significance (.01)	t
Grade 6/ Grade 9	significant	4.4994
Grade 9/ French 20	not significant	1.552
Grade 6/ French 20	significant	5.465
French 20/ French 21	significant	5.422

Test Two Question-Answer With Visual Cues

Table 2.0 MEAN SCORES - Ratio - Question/ Answer

Group	N	Mean	s.d
Grade 6	67	1.364	.718
Grade 9	79	1.3439	.3296
French 20	48	1.219	.2169
French 21	24	1.2199	.1176

Table 2.1 SUMMARY OF ONE-WAY ANALYSIS OF VARIANCE

	Sum of Squares	df	Mean Square
Treatments	264.786	3	88.262
Within Groups	45,912	214	.2145
Total	310.698		

F = 411.477

Table 2.2 COMPARISON OF GROUPS WITH SCHEFFE'S t' FOR SIGNIFICANCE

Groups	Significance (.01)	t
Grade 6/ Grade 9	not significant	.2205
Grade 9/ French 20	not significant	2.3345
Grade 6/ French 20	not significant	1.338
French 20/ French 21	not significant	.01894

Test Three Task Completion (Specified)

Table 3.0 MEAN SCORES - Total Tasks/ Total Weighted Errors

Group	N	Mean	s.d
Grade 6	55	.3236	.4388
Grade 9	81	.57369	.3145
French 20	51	.64989	.511
French 21	18	1.1716	.6344

Table 3.1 SUMMARY OF ONE-WAY ANALYSIS OF VARIANCE

	Sum of Squares	df	Mean Square
Treatments	59.059	3	19.686
Within Groups	42,158	201	.2097
Total	101.217	214	

F = 93.8769

Table 3.2 COMPARISON OF GROUPS WITH SCHEFFE'S t' FOR SIGNIFICANCE

Groups	Significance (.01)	t
Grade 6/ Grade 9	significant	3.87196
Grade 9/ French 20	not significant	1.0614
French 20/ French 21	significant at .05 but not at .01 level	5.465
French 9/ French 21	significant	5.226

Test Four Descriptive Ability With Visual Cues

Table 4.0 MEAN SCORES - Weighted Errors/ Total Words/ Total Structures

Group	N	Mean	s.d
Grade 6	66	.1676	.1089
Grade 9	81	.08489	.0982
French 20	53	.0419	.0553
French 21	17	.0384	.0376

Table 4.1 SUMMARY OF ONE-WAY ANALYSIS OF VARIANCE

	Sum of Squares	df	Mean Square
Treatments	1.7492	3	.583
Within Groups	1.7247	213	.00809
Total	3.4739		

F = 72.0

Table 4.2 COMPARISON OF GROUPS WITH SCHEFFE'S t' FOR SIGNIFICANCE

Groups	Significance (.01)	t
Grade 6/ Grade 9	significant	4.86529
Grade 9/ French 20	not significant	1.778
Grade 6/ French 20	significant	7.6647
French 20/ French 21	not significant	.4268

Test Four (continued)

Table 4.3 MEAN SCORES - Total Number of Words Produced

Group	N	Mean	s.d
Grade 6	69	30.304	16.569
Grade 9	75	39.667	78.523
French 20	47	57.553	26.34
French 21	23	81.217	38.221

Table 4.4 SUMMARY OF ONE - WAY ANALYSIS OF VARIANCE

	Sum of Squares	df	Mean Square
Treatments	37648.679	3	12549.5596
Within Groups	877832.77	210	4180.156
Total	915481.4529	213	

F = 3.002

Table 4.5 COMPARISON OF GROUPS WITH SCHEFFE'S t' FOR SIGNIFICANCE

Groups	Significance (.01)	t
Grade 6/ Grade 9	not significant	.9709
Grade 9/ French 20	not significant	1.5075
French 20/ French 21	significant at .05 level but not .01	3.03
French 9/ French 21	not significant	2.444
Grade 6/ French 20	significant	6.846

Test Four (continued)

Table 4.6 MEAN SCORES - Number of Grammatical Elements Per Structure

Group	N	Mean	s.d
Grade 6	69	3.096	1.877
Grade 9	75	4.421	.992
French 20	47	5.174	1.057
French 21	22	6.276	1.004

Table 4.7 SUMMARY OF ONE-WAY ANALYSIS OF VARIANCE

	Sum of Squares	df	Mean Square
Treatments	3154.468	3	1051.489
Within Groups	425.377	209	2.0353
Total	3579.845	212	

F = 516.627

Table 4.8 COMPARISON OF GROUPS WITH SCHEFFE'S t' FOR SIGNIFICANCE

Groups	Significance (.01)	t
Grade 6/ Grade 9	significant	5.356
Grade 9/ French 20	significant	3.95
French 20/ French 21	significant	4.129

Test Five Question-Asking Ability (Interviewing)

Table 5.0 MEAN SCORES - Number of Questions Asked

Group	N	Mean	s.d
Grade 6	53	3.283	2.12
Grade 9	81	3.247	4.339
French 20	54	6.093	2.751
French 21	21	8.476	3.669

Table 5.1 SUMMARY OF ONE - WAY ANALYSIS OF VARIANCE

	Sum of Squares	df	Mean Square
Treatments	3793.258	3	1264.419
Within Groups	2481.352	205	12.104
Total	6274.61	208	

F = 104.46

Table 5.2 COMPARISON OF GROUPS WITH SCHEFFE'S t' FOR SIGNIFICANCE

Groups	Significance (.01)	t
Grade 6/ Grade 9	not significant	.6542
Grade 9/ French 20	significant	4.2
French 20/ French 21	significant at .05 level but not at .01	3.057
Grade 9/ French 21	significant	4.97

Table 5.3 MEAN SCORES - Number of Different Interrogative Structures Used

Group	N	Mean	s.d
Grade 6	53	2.528	1.948
Grade 9	81	2.765	1.208
French 20	54	3.315	1.545
French 21	21	3.857	1.196

Table 5.4 SUMMARY OF ONE - WAY ANALYSIS OF VARIANCE

	Sum of Squares	df	Mean Square
Treatments	1353.189	3	451.063
Within Groups	469.203	205	2.288
Total	1822.392	208	

F = 197.094

Table 5.5 COMPARISON OF GROUPS WITH SCHEFFE'S t' FOR SIGNIFICANCE

Groups	Significance (.01)	t
Grade 6/ Grade 9	not significant	.8699
Grade 9/ French 20	not significant	2.315
Grade 6/ French 20	not significant	2.317
French 20/ French 21	not significant	1.446
Grade 9/ French 21	significant	3.695

PART THREE

DISCUSSION OF THE FINDINGS

Study One The Attitudes Towards the French Program of Students Enrolled in Non-French Grade Six Classes

Students enrolled in elementary schools in St. Paul County at the Grade Six level do not take French. Their instruction in the language begins in Grade Ten at Ashmont and in Grade Seven in the case of Elk Point. While it is true that the Elk Point Elementary School has an experimental program underway at the Grade Three level both in French and in Ukrainian, at the time that this study was conducted the program had not reached the Grade Sixes. For all of these reasons it was felt to be desirable to assess the attitudes toward the French program of students whose only contact with it would have had to have been on the basis of hearsay. While the number of students polled is admittedly too small to allow us to draw extremely firm conclusions, the findings raise some interesting points and indicate a need to replicate this study on a larger scale in other areas of the Province.

Discussion of the Data

In view of the linguistic diversity of the area, some degree of racial and linguistic prejudice might have been expected from the students. As may be seen from the data and from the comments which follow, this does not appear to be the case. As a matter of interest, one of the first runs of the data attempted to find a relationship between racial origin and bias, but this does not seem to exist to any appreciable extent. That some bias does exist is revealed by the comments which follow, but it must be pointed out that extremely or mildly negative comments are contained in only six of the total number of questionnaires, fifty-three in number. In view of the small number of students involved, the comments of these six are reproduced in toto. On the other hand, since the favorable comments seem to be somewhat repetitive in nature, only the ones which introduce a new point of view are cited. All comments were elicited by the question, "Why should people study French?"

Negative Comments (These are reproduced verbatim).

The linguistic background of the student is given in brackets after his or her comment.

1. "I don't think you have to learn French. Everybody just about speaks English. (English)

2. "I think learning French is not very important." (Ukrainian)

3. "I don't really think it's important." (Cree)

4. "Well I don't like French that much, because I would like to take German because my Dad speaks it too. Maybe in Grade Ten I would like to take German because it is a good language. I remembered when I was listening to some of my Dad's friends speaking to them in German." (German)

5. " I don't think it is important to study French because in our room there is only a couple of the students that are French and the others is some other kind of language." (German)

6. "Well I think French is not that important unless you are a Frenchman. In one way which it is good is that French is used quite a bit in Canada so it would not be a waste of time to learn it, but for me French wouldn't be useful because in my family neither of my parents or sisters and brothers speak it." (Ukrainian)

Positive Comments (These are produced verbatim).

Here, the answers given indicate that there is an awareness even in very young children that there is something called bilingualism. It might be worth exploring at a later state just how far down in the grades this awareness extends.

1." So I can talk to French people in French." (Ukrainian)

2. "There is a lot of French-speaking people in Canada." (English)

3. "If you go into a French-speaking city you would not understand them and to talk to them." (Cree)

4. "Because someone might go to their house who speaks French." (French)

5. "People should study French because when you want to get a job everyone talks French." (Ukrainian)

6. "You should take it because they won't want to speak one language." (This statement occurred several times in a variety of forms). (English)

7. "If a French man came from France he would feel at home if he heard someone speaking French." (English)

8. "If you just speak one language and want to become a doctor or something like that you have to know more than one language. That's why it's important. Like my Dad says, you can get along better with people if you know more languages." (Ukrainian)

9. "It is good in some cases when some people are speaking French and saying something bad about you you will be able to understand what they are saying about you." (Cree)

10. "I think people should study French because a great many elder (sic) people like those of Quebec can speak mostly or only French and if you went there to see someone and they could only speak French you'd be in trouble. French is the second main language known to Canadians. These are the reasons I therefore think French should be studied." (German)

11. "People should study French because that way we can be bilingual just like our country is and if we went to France or French Canada we could speak their language." (French)

12. "If they ever go to Montreal or another French place you would need to speak and understand it. And there are getting to be more French Canadians. And if you ever get married to a French girl or man. (Ukrainian)

13. "The reason why I think that we should study French because we will have to learn it sooner or later and so it's the best way to start when you are young than when you are older. (English)

It would be interesting to follow these two groups to see in what ways their point of view changes over the years. At the moment, however, a surprisingly large number of the reasons given deal with the relationships between people. An appreciable number indicate that it pays to be bilingual in today's job market.

Finally, it is worth noting that the six students who express somewhat negative feelings about the study of French are the same six students who indicate elsewhere in the questionnaire that they do not wish to learn French. It may be that a questionnaire of this type may serve as a useful instrument for detecting students whose attitude toward the study of French may make it difficult for them to profit from such a study at the junior or senior high school level. This does not mean that such students should be eliminated entirely from the French program, but rather that the teacher involved must take special care to ensure that these students see the positive side of learning French. Again, the progress of these six should be followed very carefully, assuming, of course, that they do in fact elect French as an option.

Factors Influencing the Desire to Learn French

Since these children are not taking French themselves at this point, it may be assumed that external factors have played a large part in shaping their interest in learning French. One immediate source of influence, of course, may be the attitudes of their older brothers and sisters. Table 1.5 seeks to determine the extent to which the older sibling's attitude to his or her

own French program might have affected the younger members of the family. Before this can be done, however, it is necessary to find out just how aware the younger children are of these attitudes.

42.85 per cent of the Ashmont Grade Sixes felt that their older brothers and sisters were satisfied with the French program, while only 29.41 per cent of the Elk Point Grade Sixes felt this way. (It must be appreciated that Ashmont students begin French in Grade Ten and so are a highly select group, while those in Elk Point begin in Grade Seven and so include many students who are taking French under compulsion. It would be surprising if the two school areas produced the same figures). How good is the perception of the Grade Sixes?

By referring to Table 6.9 at a later stage in these studies, we find that seventy-five per cent of Ashmont's French 20s are satisfied with the progress that they are making in French compared with twenty-five per cent of those in Elk Point. As we shall see later on in Part II, the Elk Point students are further ahead than the Ashmont ones, but this has nothing to do with how the student feels about the course. The important thing is that the perception of the Grade Sixes of the attitudes of their older brothers and sisters turns out to be reasonably accurate.

To respond to our earlier question, then, as to the effect that these attitudes have on the desire of the Grade Sixes to learn French, the answer is none at all. Seventy-three per cent of Ashmont's students are interested or very interested in taking French in the future as compared with seventy-four per cent at Elk Point (Table 1.6). In other words, the breakfast table conversation appears to have had little or no effect on the younger members of the family.

Another question that might be asked with respect to factors influencing the student in his desire to learn French relates to the role of specific goals. In this connection, another pair of tables that are worth comparing are 1.10 (Priorities in Studying French) obtained in non-French Grade Six classes and Table 4.12 (Student Priorities in the French Curriculum) based on classes who were taking French in Grade Six at the time that the questionnaire was being administered. In the non-French classes, cultural comprehension comes in as a strong second choice before reading and writing. It must be appreciated that the oral skills in this questionnaire were not broken down into speaking and listening, so we have no way of knowing whether or not it would rank ahead of listening. In the French classes at this level, cultural understanding comes third in the Edmonton and Eckville schools, but second in Lacombe and Red Deer and first in Satinwood. Obviously, then, the study of people is regarded by all groups, both French and non-French as highly important. It is to be regretted that the same question at the Grade Nine level (Table 6.12) and at the Grade Eleven level (Tables 7.12 and 8.12) find the understanding of people very low in the curricular priorities of these groups. Again, it will be interesting to ask the Ashmont and Elk Point Grade Sixes these same questions when they arrive in Grade Nine and Grade Eleven.

Interesting as we may find this point of view, the differing emphasis placed on priorities within the curriculum just referred to does not seem to have produced any significant difference in the strength of the child's desire to learn French, since the results are almost evenly split between students who elected 'Speaking' as their major goal, and those who elected 'People'. A factor which does seem to have produced a difference, however, is the linguistic background of the home, since Table 1.11 seems to indicate that students coming from non-English speaking homes feel a greater compulsion to learn French than those coming from English-speaking ones.

Study Two Opinions Expressed by Parents of Children Currently Enrolled in the French Program With Respect to the Program as It Now Exists

As indicated during the presentation of the Tables themselves, the low level of response to this questionnaire means that any conclusions arising from its findings must be made with a considerable degree of caution. In view of this there are several alternatives open to us. We may simply assume indifference on the part of many parents, and so treat our findings as representative. We may assume that many parents are bitterly opposed to the whole idea, but prefer not to say so publicly. In view of some of the rather strong objections expressed in the parent comments, this position is not entirely true, and again, we may treat our data as representing the real situation. Perhaps a compromise is in order - we should accept factual data as representative, but treat with some caution any suggestions that radical changes be made in existing practices.

Discussion of the Data

In using the data contained in Table 2.3, which deals with the language background of responding parents, the curriculum developer must bear in mind that much of the work in bilingual education places a heavy emphasis on the fact that each community is different, and that this difference must be taken into account in program planning. The linguistic diversity revealed in this table should underline for us the very real need to modify our programs to fit the linguistic realities in the homes served by our schools.

This is especially important in view of the fact that the information derived from Table 2.5 indicates that only slightly better than fifty per cent of the parents responding were satisfied with their own French programs. This may in part account for the relative freedom which many parents allow their children when it comes to program and course selection involving modern languages, at least if we may trust the data included in Table 2.6. This same Table appears to reveal a certain amount of distrust on the part of parents as far as school involvement in career decisions is concerned. More important is the very strong suggestion given in the same table that the student, particularly in country areas, is given much more freedom in the selection of his courses than educators may have believed. Whether or not such freedom is desirable is another thing, but in any case it is a factor in current education if we may trust the findings of this survey.

Changes in the Program

Subject to the reservations made at the top of this page, the support given to the idea of introducing French at lower grade levels as reported in Table 2.7 is particularly encouraging. If this finding is coupled with the perception on the part of the parents of the length of time that it takes to learn a second language (Table 2.10), it would appear that we are dealing with a much more informed population than has been the case in the past. At

the same time, judging by the number of parents who checked the 'No Idea' category in the table just referred to, it would seem that we still are not reaching all of the public.

Despite this, Table 2.11 indicates considerable support for very real proficiency in the languages, but perhaps not to the level of balanced bilingualism. Again, this may be just a factor of the increased perception of parents as to just what such an ability will cost in terms of school hours. At the same time, both from comments made, and from the findings shown in Table 2.7, they are prepared to make some very real commitment of their children's time in order to attain such proficiency. This is further borne out by the virtually unanimous support in the cities and the very strong support in rural areas for visits to French-speaking communities.

The high percentage of parents requesting the study of languages other than French is worth noting. (Table 2.9) Edmonton does offer a greater variety than other areas, a fact which may account for the little interest reported from this area. Of particular note is the strong support for Spanish.

Parent priorities in the field of curriculum in second languages are somewhat confusing, at least from one point of view. Speaking ability receives considerable support, while reading ability and cultural understanding trail a considerable distance behind. At the same time, however, Table 2.14 shows a sincere interest on the part of the parents in their children acquiring a language as a means of improving human relationships. Reading and writing as goals of the program receive little support. As might be expected, job opportunities and University entrance appear as valid objectives from the parents' point of view as is the need to have a language for the high school diploma.

Surprisingly, the concept of Canada as a bilingual country received strong support in the cities and only mild backing in the country. On the basis of the comments from parents in the Lacombe and Red Deer areas particularly, the French situation in Canada is a source of much concern to them. Despite this unease, the suggestion that no man is truly educated unless he is bilingual fared very badly.

Study Three OPINIONS EXPRESSED BY STUDENTS AT THE GRADE NINE AND GRADE ELEVEN LEVELS WHO HAVE STOPPED TAKING FRENCH AT SOME POINT IN THE PAST

Discussion of the Data

The points raised in this study are of sufficient importance that I seriously recommend an examination of all the tables included in it. For that reason the discussion which I shall provide here is deliberately brief. The reader should also examine the student comments which are quoted at the end of this section.

Regretably, two schools which had been asked to provide a group of students who had dropped the French course were unable to do so. This unfortunately adds a further element of bias to the study, the initial bias being that the schools selected the dropouts whom we were to see. I am more concerned about the former than about the latter, however, since in the one school in which I was able to select the dropouts to be interviewed myself, I did not find results to be much different from those obtained in the school-selected instances.

On the positive side I must admit to being most impressed by the attitude of the students who came to fill in this particular questionnaire. The questions which they asked while completing it about the purpose and ultimate use of the results showed a very high level of maturity and reflects most creditably on them and on the schools involved. For this reason I am persuaded that their comments may be taken as a sincere statement of their position.

One might expect from students who had dropped the course a somewhat more negative attitude about their teachers, since people who have been unsuccessful are often in search of a scapegoat. Apart from one or two downright slanderous comments which are not echoed by others from the same schools, and which, for that reason, are not quoted in this study, this does not appear to be the case. Indeed, the responses given in Table 3.11 indicate that more than half of those replying felt that their teacher had been good.

Despite difficulties in oral French reported in the areas of comprehension and question phrasing, the students' attitude toward the concept of taking French seems surprisingly positive. Question 20, Part II reveals that more than half of them would encourage their own children to take French. Most interesting was the feeling that the study of French should be compulsory at the elementary school level. It is not surprising, however, that when the same question was asked about the Grade 9 and Grade 11 levels, less than half agreed with the compulsory aspect.

In summary, then, there seems to be some optimism regarding the future, but at the same time a sense of disappointment about their own language education. Question 16, Part II indicates very clearly that at the time

at which they began to study the language, most of the students were looking forward to being able to speak it. THIS DID NOT HAPPEN. There would appear then to be a very real need to examine closely all aspects of these questionnaires to remove the reasons for this lack of success. If this happens, the next time that these questions are asked there may only be a handful of students available to explain why they stopped studying French.

Student Comments

In view of the information given in the comments, and because of the rather small number involved, I am presenting the majority of the comments as given in the student questionnaires, apart from some which I consider libellous and not based on fact from my own observations. Only five have been eliminated in this fashion. Not all students elected to make comments of any kind.

1. "French just ain't my thing. French to me was very boring and at first I really tried. But later on in the year I found that French just wasn't my thing cause nothing wanted to sink into my thick skull."

2. "I couldn't say the words right and I didn't like the French language. When the teacher said something I didn't understand it and I got confused. I had trouble saying the language right and the speech."

3. "I don't like French because I don't feel it will help at home or anywhere else except to get into University and I can't stand it. It's all little better than German or Ukrainian."

4. "I couldn't understand some parts and then I lost the meaning of a sentence."

5. "Didn't understand most of it and fell behind quickly."

6. "I liked French quite a bit but I feel I didn't learn anything in Grade 7 or 8 so I couldn't do Grade 9. When you leave the French class you don't speak it until the next class."

7. "French wasn't made interesting enough. We weren't learning how to answer or ask simple every-day necessary questions. There should be a period of time when we can ask questions on how to ask certain questions or how to say common things."

8. "Wanted to take more interesting courses."

9. "I found I didn't have enough previous French to enable me to understand what I was doing in French 11."

10. "We went too fast to understand it, and then when we were too far into the course for me to catch up(sic). From then on I got more fixed up. Part of the reason was that the course was so boring. The only exciting thing I did was daydream. I am not saying that the course should be exciting, but it should at least be interesting."

11. "My marks were too low to pass. I was not learning anything so my marks would not go up, so I was wasting my time."

12. "My marks were often low because I am shy, and when asked a question I got embarrassed."

13. "I went from a school which did very little oral work to this school which had very little grammar, and I just couldn't keep up. So I felt my time was being wasted, so I dropped."

14. "I wanted to learn Canadian French instead of Paris French."

15. "Teacher could be better."

Study X The Attitude Toward the French Program of Students Enrolled In It

In discussing the results of this part of the Study, the designator 'X' will be used to indicate a comparison across several tables. The reader will probably have noticed already that in studies four, five, six, and seven, the decimal part of the Table number remains constant in order to facilitate comparison across grade levels. Only the primary, or study number changes. In this discussion, the decimal part will be retained, but the study number will be replaced by X to indicate that several tables are involved, all of which, however, discuss the same topic.

Table X.1 Composition of the Sample

While tables of this nature normally contain little of interest, in the present study it was found that in all grades there were always fewer boys than girls. This applied even in Grade Six where French was not an elective. Here the boys only made up 45 per cent of the population, a figure which dropped to 37 per cent in Grade Nine and 36 per cent in French 20. Interestingly enough, the proportion rose to 43 per cent in French 21 so that we have a distribution in which there is virtually the same number of boys at each end, both in the non-elective and in the highly selective groups. The French 20 figure gives a picture which has been true for some decades, a fact that does not make it any more justifiable.

Table X.2 Parental Language and Table X.3 Language Used in the Home

The diversity of languages spoken in the schools taken from the Edmonton area comes as a surprise, especially when compared to the situation in other parts of the Province. The fact that the majority of English speakers is not found in Edmonton, but in the rural areas and in Red Deer would seem to indicate that in the Edmonton area at least, considerable attention needs to be paid to the effect of other languages on the process of learning French, in other words, on error analysis. The specific problems of at least Ukrainian, German, and Italian speakers learning French need to be studied, since the bulk of the programs used, apart from Voix et images and Bonjour Line were designed with English speakers in mind, and the points of emphasis in these programs have the problems of these speakers in view.

There is another problem in the case of the Italian speakers. It may be that for speakers of Romance languages, considerably more progress may be made in the same amount of time than is the case for speakers of Germanic, Slavic, or other languages. Additionally, we need to look carefully at the ways in which the learning strategies of those who have already learned a second language may differ in pedagogically relevant ways. A need for research into the strategies of students who are on their third or fourth, or even fifth language is indicated.

Table X.4 Number of French-Speaking Acquaintances

The aim of this part of the study was socio-cultural in nature. It was assumed that contact with French-speaking people might change in some meaningful way the attitudes of students toward the French program. As it turned out, only students in the Eckville area did not seem to have any great number of French-speaking contacts. Apart from the Grade Six classes in Satinwood, Lacombe, and Red Deer, the remaining classes at all grade levels appear to know a reasonable number of such persons. What, then, is the effect, if any, of such contact?

While the other classes tend to rate the study of people at a fairly low level, the Grade Six classes in Lacombe, Red Deer, and Satinwood all rate this activity as being of real importance (Table 4.11), while the Eckville French 20 students, alone of all the Grade Elevens, rate it in third place (Table 6.12. The rest place it in fourth or fifth position). One may safely ignore the fact that the Eckville Grade Nines do not see this as important, and assume that students without such contact probably feel a greater need to have it in some other form.

Table X.5 Student Perception of Own Progress in French

While a student's picture of his own progress must necessarily be somewhat subjective, it is still this perception, rather than the reality, which may influence his attitudes toward a particular subject. If one accepts that the student sees the questionnaire categories of 'just average' and 'very good' as representing progress towards his goals, then it is encouraging to find that over three quarters of the students in almost every class feeling that they are achieving something in French.

Table X.6 Comparison of Marks in French With Marks in Other Subjects

An appreciable percentage of students at each grade level feel that their marks in French are not as good as their marks in their other subjects. The figures are 39.71, 33.12, 34.48, and 40.0 per cent respectively. We should be concerned about the fact that the picture does not improve to any appreciable extent as the process of elimination of the weaker students goes on; rather, the reverse is true. Perhaps one should look at the type of evaluation in other subjects and compare it with French, since it has been suggested that French is probably the last subject left in the curriculum that the student cannot study out of a book at home. Some classroom activity is necessary.

Regardless of whether or not this position is accepted, the fact remains that our objectives need to be spelled out in detail, and we must then ensure almost daily that these objectives are being met.

Table X.7 Student Perception of Ability to Keep Up With the Class

While the number of students at the Grade Six level reporting difficulty in keeping up with the class is a low six per cent, this figure climbs to approximately fifteen per cent for both Grade Nine and Eleven. In view of the selection which supposedly has taken place by the time that the last two stages have been reached, this is somewhat surprising. The solution, again, may lie in a clearer statement of objectives, and in constant evaluation, both to ensure that these goals are being met and to indicate which students are in need of remedial instruction.

Table X.8 Student Preference for Working at Own or at Class's Speed

Approximately the same number of students at the Grade Six and Grade Nine levels expressed the wish to be able to progress somewhat more slowly than the rest of the class (13.97 and 14.38 per cent respectively). This figure increases to 20.69 per cent in French 20 and a staggering 40 per cent in French 21. In view of the more heterogeneous nature of the Grade Six and Nine populations this may say something about their teachers' ability to meet everyone's needs.

At all levels a surprisingly small number expressed any desire to go faster than the rest of the class (5.15, 10.99, 13.79, and 11.43 per cent respectively). Yet these are the very students who might stand a good chance of becoming totally bilingual if they were not held back by the group who wish to travel more slowly. The size of this group at the Grade Eleven level in particular must be a cause of concern. One solution might be an effort to provide some form of grouping, a practice which was requested by several students at this level in the open-ended part of the questionnaire.

Table X.9 Degree of Student Satisfaction With Progress in French

In this study as well, the increase in the number of students reporting difficulty with the French program is rather surprising. Beginning with a low 13.18 per cent in Grade Six, the figure increases to 20.92 in Grade Nine, 30.59 in French 20 and 31.43 in French 21. One question which must be asked, particularly in view of the figures reported in the discussion of Table X.6 is whether or not French, by the very nature of its linear progression may demand greater effort on the part of the students than may be the case in subject areas where a discrete unit approach is followed. It would be most interesting to find out whether or not this same problem is encountered in other linear type courses. Before we do this, however, we should keep in mind that at a later stage in this study, many students report that they are not really having to work very hard in French. Perhaps the solution may lie in a somewhat different approach to planning French classes.

Table X.10 Student Desire to Continue With French in the Following Year

Despite the problems that some students may be having with French, approximately three-quarters of the students in Grades Six and Nine propose to continue with French in the following year. The same is true for French 20. The picture is somewhat less clear in French 21 where half the population in one school and three-quarters of the population in the other plan to drop French. If the students felt that they were fluent at the end of French 21 this would not be surprising, but this is not the case. Since many of them are not, a large number of highly selected students are stopping their work in French just short of the point at which they might achieve a useful degree of functional bilingualism.

Table X.11 Student Attitude to the Study of French as a Whole

While approximately two-thirds of the students at each grade level state that they like or very much like their French program, a rather surprising number of students express an active dislike for the program. To these must be added, at least for French 6, 9, and 20 the fifteen to twenty per cent who report no feeling one way or the other, and who pose, as a result, a different problem. Since both these groups contain the potential for problems in discipline, their dislike or disinterest must be taken seriously.

Even more worrying is the fact that while 13.78 per cent of the students enrolled in French 20 report a dislike of the program, the figure rises to an alarming 28.57 per cent, or almost a third of the class, in French 21, a statistic which may go a long way toward accounting for the decision not to continue with French cited in the previous study for these students.

Table X.12 Student Priorities in the French Curriculum

It is somewhat distressing to watch the attitude of students move from a relatively altruistic position in Grade Six to a very self-centered one in Grade Eleven. As might be expected, at all levels Speaking and Comprehension receive between fifty and sixty per cent of the total support. This is to be expected. It is the remaining curriculum topics that are a matter of concern. At the Grade Six level cultural comprehension, or 'People', comes a close third (21.99 per cent as opposed to 27.95 per cent for Speaking and 24.98 per cent for Comprehension). At the Grade Nine and Eleven levels, however, the study of people is given the lowest priority, receiving only 10.38 per cent of the total in Grade Nine, 10.83 per cent in French 20, and a surprisingly low 4.76 per cent in French 21. It may be that this has something to do with the relative emphasis placed on these topics in classrooms at the different grade levels. If this is the case then, even though Alberta's modern language program objectives have been revised, this revision has not started to have an effect in junior and senior high school.

Table X.13 Student Perception of Ability to Function in a French-Speaking Environment By the End of Grade Twelve

At each grade level between fifty and sixty per cent of the students report that they do not know whether or not they would be able to function in a French-speaking community by the end of Grade Twelve. Of the remaining students only the Grade Sixes and Grade Nines display any degree of optimism (24.06 per cent and 26.41 per cent respectively). The Grade Eleven students are somewhat more pessimistic, only 14.94 per cent of the French 20s and 17.14 per cent of the French 21s seeing this ability as an attainable goal.

Such pessimism may simply result from a lack of feedback. If this is the case, then a need for better communication between teacher and student of the goals of the program is indicated as well as a need for the student to be informed as to the progress that he is making toward these goals on a more frequent basis than is now the case. There may also be a need for the student to hear more 'success' stories from those students who visited such areas and who found that they were able to survive with the language that they had.

Table X.14 Student's Expressed Reasons for Taking French

By completing an open-ended questionnaire item, students were asked to indicate the reasons which they regarded as important in their decision to take French. We can dispose of the main reason given by the Grade Six students almost immediately, since they represent the only grade level where French is not an elective, and where students might be expected to present lack of choice in the matter as a reason for taking the language. This they did, 25.69 per cent of them.

With the current emphasis on bilingualism in the Civil Service it is not surprising that the categories "Increased job opportunities" and "Help in the future (unspecified)" between them account for 13.97 per cent of the reasons cited at the Grade Six level, 18.73 in Grade Nine, 15.02 in French 20 and a surprisingly low 6.89 for French 21 students.

The category "Personal enjoyment" includes all students who had found at one point or another that they liked French, and so had continued with it. This category included 16.2 per cent of the student comments at the Grade Six level, 9.96 at the Grade Nine, 8.95 per cent of the French 20s and 8.62 per cent of the French 21s.

The desire simply to learn another language was expressed in different ways, either as the desire to learn French, the desire to learn another language (unspecified) or merely as the concept that it is a good idea to know a second language.While representing only 7.25 per cent of the comments in Grade Six, this category includes 21.92 per cent of those at the Grade Nine level. The reason for this is not hard to find. Those students who

did not accept this point of view, for the most part are no longer there. For French 20 the same categories yield 20.16 per cent, and for French 21 25.86 per cent.

Travel is another reason frequently given for the study of French. This category, which includes 'Travel in Quebec', 'Travel in France', and 'Travel (unspecified)', yields a total of 13.97 per cent in Grade Six, 12.75 per cent in Grade Nine, 11.94 per cent in French 20, and 15.51 per cent in French 21. Travel in France is cited more frequently than Travel in Quebec, except for French 20 where the order is reversed, and in French 21 where it isn't mentioned at all. The fault probably lies in the students' answers, since they may very well have had a specific destination in mind, but had not been told that they had to state it specifically. It must be remembered that these are answers to an open-ended question.

Since one of the curriculum priorities is Cultural Understanding, it is interesting to see how much support this concept received. The results are fairly consistent across the grade levels; 7.26 per cent in Grade Six, 9.96 per cent in Grade Nine, 9.79 per cent in French 20, and 10.34 per cent in French 21. The figure in Grade Six would have been higher if it had not been for the number of students who stated that they had been forced to take French.

As the student progresses through the grades his attention is slowly drawn to graduation and University entrance requirements. From a low of 1.67 per cent in Grade Six to 11.15 per cent in Grade Nine, these two areas receive 21.64 per cent of the support in French 20, but only 15.51 per cent in French 21. From the wording of the comments, however, it is obvious that many Grade Elevens enrolled in French 20 are not clear as to the extent to which French, or any other language for that matter, is required for entrance to specific University programs. This information must be made available to them to a greater extent than is now the case.

Finally, it is encouraging to note the increasing emphasis on the concept of Canada as a bilingual country as the reader moves through the grade questionnaires. Beginning with 3.91 per cent of the total comments made in Grade Six, the concept receives 5.98 per cent in Grade Nine and almost the same in French 20 (5.97). It is in French 21 that the concept receives its greatest support, 12.07 per cent. While these figures appear small, it must be borne in mind that this concept was offered without any prompting from the questionnaire.

Tables X.15 and X.16 Activities Which Students Particularly Liked or Disliked

These two tables are grouped in order to ensure a balanced presentation, since what appeals to one may not appeal to another, and it is important to present both sides of the picture at the same time. Moreover, since these preferences appear to be grade-specific, the discussion will follow grade lines rather than attempt to follow one topic across several levels. The reader should also look at the discussion arising from the Pink and Gold questionnaires, since this is all part of the same problem.

Grade Six

Better than half of the students at this level seemed to be in favor of the oral activities carried on in their classes, especially games. Unfortunately, the actual teaching programs involved, Parlons français and Bonjour Line came in for considerable criticism. In support of Bonjour Line it must be said that many students saw this program as having helped them in their study of French. A reading of the comments seems to indicate that it is more the way in which the program is taught than the actual program itself that is the problem. A reasonably large group expressed some dissatisfaction with oral work and several students felt that they had difficulty in understanding what was being said in class.

Grade Nine

At this level both oral and written work seem in general to be popular. While some students expressed approval of the Voix et images filmstrips, it was this feature that received the greatest number of complaints. Several students also complained about other students who held the class back. This would seem to indicate a need for grouping of some kind.

French 20

Oral work, French films, and written activities were mentioned most often as being particularly disliked at this level. Many students commented very favorably on the teacher and on class atmosphere. On the negative side, the filmstrips from Voix et images were severely criticized again, and the problem of aural comprehension was pointed out.

French 21

At this level, probably because of the selection factor which has taken place, the teacher and the class atmosphere come in for considerable praise as does work in the language laboratory. However, the way in which grammar was presented was felt to be a problem by some students, and one aspect of the oral tests in particular, aural comprehension, was felt to be more difficult than was warranted. It may be that the students are not being sufficiently prepared for this part of these tests, and that this feature alone may contribute in large part to the generally unsatisfactory feelings about their marks in French expressed by these students at an earlier point in the study. Again, the programs used came in for considerable criticism, both Chez les Français and Voix et images de France. Once again, however, the comments lead me to believe that it is the way in which the programs are used that is responsible for much of the dissatisfaction, although the filmstrips were regarded by some as appearing outdated.

Table X.17 Changes That Students Would Like to See Made in the Program

It is refreshing to find at the Grade Six and Nine levels that the comment most frequently made is, "Don't change anything." This seems to indicate a reasonably high level of consumer satisfaction. This comment comes second in French 20 and, unfortunately, fourth in French 21. Again, suggestions for changes will be made grade by grade in view of their specific nature.

Grade Six

Predictably, the students in the Edmonton area wished to see the television series Parlons français replaced, while their colleagues outside wished to eliminate Bonjour Line. These comments must, of course, take into account the number of students who wished to see no changes made. Students at this level wished to have more oral work, especially games, and a longer French period.

Grade Nine

Except for the support for a policy of no change, the picture here is not as satisfactory. Students ask for more oral work and a change in teaching approach which, unfortunately, they most often fail to spell out in detail. They would like to see the filmstrips from Voix et images either eliminated, or used to a lesser extent during the period. It is this last suggestion that may offer a way out of the problem.

French 20

The suggestion most frequently encountered here is that the teaching approach be changed to include more oral work (but less pure repetition), and that more help be given in the area of aural comprehension. Again, in the schools where heavy use is made of Voix et images there is a request to do away with the program.

French 21

At this level as well there is a request for more oral work. In addition, they would like to see more time given to reading, and the suggestion is made that some form of grouping be implemented to assist those with learning problems.

Study Eight General Attitudes Toward the French Program As It Is Now Offered of Students Enrolled At the Grade Six, Nine, and Eleven Levels

In this part of the survey, students were asked to indicate a position on a five-point scale ranging from 'Very Much Agree' to 'Very Much Disagree' with a series of statements which talked about the French program as it now exists in their classrooms. The major areas discussed in this part of the survey (which for convenience I shall call the 'Pink' questionnaire for reasons which will become obvious if you turn to Appendix Four) included: Program Organization, Program Content, Teaching Approach, Aural Comprehension, Oral Activities, Grammar, Materials, Language Laboratory, and Testing.

Where the testing team was pressed for time, only half the students in each class completed this questionnaire. In several classes, however, enough time was available to allow all members of the class to complete both this and its counterpart, the Gold Questionnaire.

In studying the discussion of the results, it must be kept in mind that the comments that will be made refer to the concensus of opinion of each group. All students in each group do not necessarily share this point of view, but enough do that some fairly firm conclusions may be drawn. At the same time, the opinion of the minority is of sufficient importance that reference must be made to the Table included in Appendix Eight where the standard deviation is given for each question.

To assist the reader in referring to the original question, the number of the question involved is given in brackets throughout this discussion.

Organization

With respect to the length of the French class period it is encouraging to find that all Grade Six groups, all Grade Nines, except for those in rural areas, and all French 20s felt that the French period should not be shortened, Edmonton French 20s in particular being especially opposed (14). Paradoxically, all French 21s, together with the rural Grade 9s, were in favor of the period being shortened.

In view of the interest in the semester system, and in view of the lack of hard data related to its effects on modern language teaching in Alberta, three questions were devoted to this problem (52,53,54), to be answered only by Grade Eleven students involved in the semester system. All groups agreed that there were subjects that the semester system might not fit, but except for the Red Deer 21s, the feeling was that the semester system worked well for French. (It must be appreciated, however, that some of the schools involved split French 20 into French 20a and French 20b, giving only half each semester for an hour a day). All Grade Eleven groups admitted, the French 21s in particular, that they experienced a great deal of trouble in starting French again after a semester without it.

Program Content

The students' opinion as to the efficacy of their French program is somewhat mixed. Despite the comments about making no changes in the program mentioned in the previous study, they are by no means all satisfied customers. Question 49 states, "I think that I could carry on a fairly long conversation with someone provided that we talked about something that I know something about." In their answers to this question there is no agreement even by grade level. The Edmonton 21s do not take a position either way, and while the Edmonton and Red Deer 6s, the Edmonton 9s and 20s agree with this statement, the opposite view is taken by the Rural 6s, 9s, and 20s,and Red Deer 9s, 20s, and 21s. In view of the performance of this last-named group during the testing phase of the survey, this pessimism is surprising.

While Question 49 talks about the here and now, the picture improves somewhat if we talk about the future. There is considerable agreement that the sentences included in the programs will be useful in conversation with French-speaking people (2), at least insofar as the Grade Sixes, the Rural and Edmonton 9s, and the Rural and Red Deer 20s are concerned. This opinion is not shared by the Edmonton 21s, while the Edmonton 20s and the Red Deer 9s and 21s do not take a position on either side.

A similar picture is presented when the students are asked to what extent they feel that their program is useful in helping people learn how to speak French (34). Here, all the Grade Sixes are in agreement that this is the case, those from Edmonton and Red Deer particularly so, as are the Grade Nines from Edmonton. This opinion is shared to some extent by all the 20s and the Rural 9s, but the French 21s as a group, as well as the Red Deer 9s, do not feel that the program will help them to learn the language. Essentially the same information is sought in Question 18, but without as much emphasis with the result that the Red Deer 9s change their position. The French 21s remain firm.

Comprehension does not fare much better (19). This time, however, the 21s support the program as being the kind of activity that will help a person learn how to understand French, a position which is shared by all the Grade Six groups, the Edmonton 9s, and the Rural 20s. Regretably, the Rural and Red Deer 9s do not feel that their program is helping to develop their comprehension, nor do the Edmonton and Red Deer 20s.

What is the picture with respect to the graphic skills? Writing (4) comes out quite well, since, with the exception of the Edmonton 21s, all groups see their program as leading to this type of proficiency. The picture is not as good where reading is concerned. Here we find again the same kind of division in opinion that characterized the spoken skills (40). With the exception of the 21s, all of whom support the contribution of the program to reading, there is no concensus. While the Rural and Red Deer 6s agree that the program might help, the Edmonton 6s disagree. This is very surprising, since the Edmonton program introduces reading quite early, while there is no reading at all in the Rural and Red Deer programs until late. At the Grade Nine level, the Edmonton and Red Deer 9s agree, while their Rural counterparts do not. The Edmonton 20s support the program, but their

enthusiasm is not shared by those in the rural areas nor in Red Deer. It should be mentioned that the Edmonton program has a very heavy emphasis on reading right from the beginning, while up until recently, reading has been postponed until fairly late in the Voix et images program, and then the amount of emphasis that this skill receives is still very much up to the individual teacher.

As has been mentioned already, cultural understanding has been proposed as a major goal of language teaching in Alberta. How do the students see their programs as contributing to this aspect? The question that was put to them (38) stated, "We spend quite a bit of time learning about people who speak French." While the 'quite a bit of time' may be ambiguous, the students do not appear to see any problem. Only the Edmonton 21s agree. The Red Deer and Rural 6s, together with all the 20s disagree, while the Edmonton 6s, all the Grade Nines, and the Red Deer 21s are most emphatic that such study forms a very small part of their total program.

Teaching Approach

In view of the dissatisfaction expressed it would seem to be a good idea to look at various aspects of the teaching process as seen by the students in an attempt to find out their perception of these specific aspects. The students do not see French as being particularly difficult when compared with their other subjects, even though they have suggested that the tests may be more difficult. While this position is not supported by the Rural 6s and 9s, along with the Red Deer 21s, the remaining students do not see French as any more difficult than their other subjects. Nor do they find, on the whole, any real problem in keeping up with the pace of instruction (1) , apart from the Rural 9s and the Edmonton 20s. The Edmonton 21s do not express an opinion either way.

The secret may lie in the fact that the program is proceeding too slowly (26). All groups disagree with the statement that they learn too much material every day, an opinion which may also account for their perception of the passage of time in class (7). While the Grade Sixes and Nines agree that time does pass quickly in the French period, their opinion is not shared by the 20s, and the 21s are very much in disagreement with the statement. The reason for this difference may lie in the length of the French period at the different levels; a twenty minute, a forty minute, and an eighty minute period are obviously quite different from the viewpoint of the student sitting in a hard desk. It might very well be that our problems with the semester system are not totally a result of this approach, but lie rather in the length of the time allotment each day.

Finally, there is the question of variety of activity (5). While the Grade Sixes agree that they have a great deal of variety in their classes, as do the Red Deer 20s, the remaining classes hold the opposite view. Perhaps failure to provide such variety results in boredom which in turn affects the ability of the student to focus on instruction.

Comprehension

In this area, while students agree that they usually understand the meaning of the new words (30) that the teacher is introducing to them, the same opinion does not hold when a whole new sentence is involved (36). Here the opinion is split, largely on the basis of geography and so on the basis of program. Apart from the Edmonton 9s, the remaining Edmonton students feel that they have problems in this area, while students in rural areas and in Red Deer do not seem to feel that they have any difficulty. Once the initial hurdle of grasping the meaning of new material has been surmounted, however, there is general concensus through all groups that they are able to understand questions that the teacher asks them (45). The feeling is also common that the student is usually clear as to the meaning of what he or she is saying (42). While this statement may seem obvious, such comprehension does not always necessarily follow.

An analysis of the responses show that all Grade Six groups, together with the Rural and Red Deer 9s feel that they are reluctant to let the teacher know when they don't understand (47). The others see no problem in this area.

Many teachers assist their students in developing aural comprehension by the use of tapes which include a variety of voices. Most students are in favor of these, the Red Deer 6s, the Rural and Red Deer 20s and all the 21s particularly so (17). The problem in their use according to the students seems to lie in the speed of delivery of the actors involved, since, in response to the comment,"The people on the tape talk too fast for me to understand," (43), all students are in agreement with the statement except for the Red Deer 6s. The problem is probably a methodological one, since if students are not being prepared through a variety of aural activities for the reception of speech at this speed, they will inevitably feel inadequate when confronted with the tapes. This will affect their perception of their overall competence, since, if they are told that this is the speed at which native speakers speak, they will immediately assume that they would be unable to survive in a French ambiance.

In response to the suggestion that the teacher use pictures more often to put across the meaning of new material, the opinion is very divided (37). While the Edmonton 20s are very much in favor of the idea, as are to a lesser extent all 6s, the Edmonton and Red Deer 9s, the Rural 20s and the Edmonton 21s, the Red Deer 20s do not take a position, and the Rural 9s and the Red Deer 21s are opposed. It should be noted that this is the way in which these last groups have been taught.

Oral Work

Students support to a very high degree the concept that good pronunciation is extremely important (3). Unfortunately, attaining this level of perfection demands a great deal of repetition, and not all

students enjoy repeating after the tapes (22). In fact, only the Red Deer 6s, the Edmonton 20s, and the Red Deer 21s do. The remainder do not. The reason for this attitude may not be hard to find. Question 29 states, "The time seems to drag when other students are repeating after the tapes." Except for the Edmonton 6s, who do not repeat after the tapes individually as much as the other classes, there is widespread agreement with this statement among the students.

The situation is somewhat better when the students are asked if they would like more time to practice repeating after the tapes, but by themselves (23). Here all grade levels are in agreement apart from the Edmonton 6s and the Red Deer 9s who would not like to see provision made for this activity.

While the students do not seem to enjoy repeating after the tapes, only the Edmonton 20s and 21s report having actual problems in doing so (32). In addition, except for the Red Deer 9s, all students report that they feel that such repetition does seem to help them (41). It would seem necessary, then, to find some way of making this repetition more palatable. Perhaps the solution may be a judicious blend of choral and individual repetition.

If the students find repeating after the tapes is monotonous, the same is not true when we consider other drill activities such as pattern drills (8). Here the only objection to the practice comes from Edmonton 6s and Red Deer 9s & 6s. Moreover, except for the Edmonton 20s, all classes see the drills as being of particular help (16), the Edmonton 9s especially so. Nor do these drills appear to present problems to the students, since most classes feel that once they have understood the basic grammatical principle involved, they have no trouble in performing the drill (31). Only the Rural 6s and 9s, and the Red Deer 20s are unwilling to take a position on this point.

While the students in general are satisfied with pattern drill-type work, the same is not as true of the more conversational-type activities such as question-answer work,(although this opinion is modified somewhat in the next study), Here opinion is somewhat split. When asked to what extent they understand how to answer questions that the teacher asks (13), the Edmonton 6s and 21s, together with the Rural 6s and 9s admit that most of the time they do not know how to answer these questions. The remaining classes do not see this as a problem. As to whether or not they enjoy the activity (21), the Red Deer 20s do not take a position, and the others are pretty evenly split, the Rural 6s, the Edmonton 9s, 20s, and 21s, and the Red Deer 6s feeling that they do enjoy question-answer work, while the remaining groups feel that on the whole they do not.

What would they like instead? More practice in speaking French with their friends - at least that is what all grade levels except for the Edmonton 6s and 20s report (9). Even more so, they'd like to spend time (10) talking about concepts that aren't included in the present French programs, but which are topics of interest to them. On this point opinion is unanimous, the Red Deer and Rural 20s, and the Red Deer 21s being especially supportive.

Their opinion would seem to give added support to the conclusions found in Marie Scagliola's thesis* in which she found that the topics in the texts then used in Alberta were, for the most part, negatively correlated with pupil interest. We are still using those same texts.

Finally, the students are divided in their opinion as to whether or not they have enough time to practice speaking French in class (12). While most classes feel that they would like more time for this activity, the Edmonton 9s and 20s and the Rural 20s find the situation to be satisfactory as it is. However, except for the Edmonton 20s, all classes suggest that their forgetting rate is high (48), a fact which would indicate a need to make more provision for review within the existing course framework.

Grammar and Writing

Except for item 33, the questions asked under this heading were to be answered only by the Grade Eleven students. These felt unanimously that the grammatical explanations in their textbooks were not clear (55), and that they would like their teachers to spend more time explaining grammatical points to them (56). On other aspects of this topic, opinion is not as unanimous. Red Deer and Edmonton 20s, along with the Red Deer 21s all report trouble with spelling (57), a problem which is not shared by the Rural 20s and the Edmonton 21s. Except for the Edmonton 20s, all students would like to see more written work than is now the case (58).

This last question was put to students at all levels in another part of the questionnaire (33), but from a slightly different point of view. Here the emphasis was more on the amount of time to be spent on written exercises rather than on the quantity of such exercises to be done. The answer came out somewhat differently, only the Edmonton 6s and the Red Deer 6s and 20s being in favor, while the others were opposed. Perhaps there was some fear that more time meant more homework, rather than more time in class.

Materials

Apart from the discussion of dictionaries given below, the questions raised in this section produced a very mixed response. In view of the very different teaching materials used, this is not surprising. In their overall assessment of the teaching materials used in the course, the students were fairly evenly divided (6). While the Grade Sixes were pleased with the materials used in their classes, along with the Edmonton Grade Nines, the remaining classes, apart from the Edmonton 21s, were not. While the Edmonton students at all levels liked the pictures which their teachers introduced

*Pupil Interest and French Text Context. unpub. M.Ed. thesis. Edmonton: University of Alberta, 1971.

from time to time, only the Rural 6s supported the use of the pictures from Bonjour Line and Voix et images de France (35).

The idea of having a textbook to accompany the course (11) seemed to be popular with all classes except for the Grade Sixes and the Red Deer 20s. Despite this, all classes without exception wanted to have a printed copy of the sentences which they were learning (15). Apparently there is a definite need for materials which may be studied at home. It may be felt that the take-home records are meeting this need, but in the item devoted to the possibility of having such records (25), the classes are completely split as to whether or not they would like to have them, a point of view which may arise from their opinion as to whether or not they would be allowed to use the family record player, assuming that they have one. While the Rural and Red Deer 6s, the Rural 9s and 20s, along with all the 21s support the idea, the Edmonton classes except for the 21s are opposed, as are the Red Deer 9s and 20s.

This division of opinion ceases to exist when the matter of having a dictionary either bilingual in nature (27) or with definitions in simple French is raised (28). The reaction to this proposal is overwhelmingly in favor at all grade levels.

Language Laboratory

This question was restricted to students in Grade Eleven in schools having such an installation.

The French 20s appear to go to the Language Laboratory at least three times a week, while the 21s feel that they go less than three times (63). When they get there, the Edmonton students feel that some of the equipment is often broken (61), a problem which students outside Edmonton do not feel exists to the same extent in their schools.

All students report that the lab work is helping them to understand spoken French better (59), and to be able to speak the language (60).

Tests

Students are unanimous in their belief that the tests given in French are not easy (44) and stress that there is no way that one can make good marks on these tests without really having learned the language (50). For most students, then, French is not regarded as a soft subject. As to the frequency of testing, only the Edmonton and Red Deer 6s supported the idea that tests should be given more often in order to give them a better idea of their progress (46).

Study Nine Attitudes Toward Specific Program Activities Expressed by Students Enrolled in Grades Six, Nine, and Eleven

In this part of the survey, students were asked to indicate a position on a five-point scale ranging from 'Very Much Like' to 'Very Much Dislike' with respect to a variety of activities which might take place in a typical modern language classroom. For reasons of convenience, this part of the survey will be known as the 'Gold' Questionnaire.

In studying the discussion of the results, it must be kept in mind that the comments that will be made about it refer to the concensus of opinion of each group. All students in each group do not necessarily share this point of view, but since we are talking about the Mean, enough do that some fairly firm conclusions may be drawn. At the same time, the opinion of the minority is of sufficient importance that reference must be made to the Table included in Appendix Eight where the standard deviation is given for each question.

To assist the reader in referring to the original question, the number of the item involved is given in brackets throughout this discussion.

Civilisation

The strongest support for activities in this area comes for the suggestion that students exchange letters with people who live in French-speaking areas (8) and for a somewhat more passive activity, that of reading about the daily lives of such people (1). Apart from the Rural 6s, all groups felt that they might like a chance to talk to a Francophone about aspects of his or her daily life (6).

Based on previous experience one would think that students in all areas would enjoy films or filmstrips having to do with the daily lives of the people whose language they are studying (2). This is not the case. Both the Edmonton 9s and the Edmonton 21s did not think that they would find this of interest. Not surprisingly, there was even less support for the concept of seeing films about the art, music, and literature of French people (5). The possibility of reading books about these last three topics appealed to an even smaller degree (4) finding support only among the Red Deer 6s, the Edmonton and Red Deer 20s and all the 21s.

The study of the history of French-speaking people (3) fared even worse, finding backing only from the Red Deer 6s, the Edmonton 20s, and, again, the Edmonton and Red Deer 21s. As for listening to the teacher talk about 'civilisation', while the Edmonton and Red Deer 6s were in favor, their counterparts in the rural areas were not (7). In this point of view the latter were supported unanimously by the Grade Nines. Two groups of 20s agreed with the idea (Edmonton and Red Deer) along with the Red Deer 21s, but the remaining 20s and 21s were opposed.

Presentation of New Material

All groups favored having the teacher give a brief explanation of the new material (10) as well as some overt grammar teaching (13). All groups except the Edmonton 6s felt that they would like to be able to look at a text which contained both the French sentences that they were learning with a paraphrase in English located nearby (12). On an encouraging note, despite the objections to Voix et images raised in the earlier study, most groups, apart from the Edmonton and Rural 9s are in favor of the Voix et images system of having one picture for each new major semantic sequence (9). Perhaps a combination of these approaches might yield satisfactory results.

One suggested approach that did not find universal favor was the idea of having new material introduced by means of a story (11) which the teacher would either tell them, or which the class would read for itself. Except for the 21 groups who were both in favor of the suggestion, each of the other grade levels was split: the Red Deer 6s favored the idea, the other 6s opposed it. The Edmonton and Red Deer 9s were in favor; the Rural 9s weren't. The Red Deer 20s thought that it was a good idea; the Edmonton and Rural 20s didn't. This appears to be one of those approaches which must be tailored to the class with whom it is going to be used.

Explaining Meaning

Results from this part of the questionnaire appear somewhat contradictory. The direct method approach of explaining meaning entirely in the target language while making reference to single frame pictures such as those accompanying Voix et images de France with the exception of the Edmonton 6s finds widespread acceptance. (It is interesting that these last students do not use this approach.) Strangely enough, in view of the backing for the direct method, the other approach which finds virtually unanimous support, apart from the Red Deer 21s, would see the teacher giving the meaning of the new material in English (17). All groups support the direct method technique of using gestures or drawings to put across the meaning of the new material (15), the Red Deer 20s particularly so.

As for having the meaning written in paraphrases on the blackboard or overhead projector for reference to by the class, the groups are split (16). While the Edmonton and Rural 6s, the Rural and Red Deer 9s, and the Edmonton and Rural 20s would like to see this done, the Edmonton 9s, the Red Deer 6s and 20s, and all the 21s are opposed. A similar approach, that of looking up the meaning in their textbook if they have to, finds support, but the opinion is still split (18). The Edmonton 20s and 21s very much favor this method and are supported, but not to the same degree, by the Rural 9s. The remaining groups do not think that they would like it.

Practice in Comprehension

All groups think that they would like to watch films or television programs with French soundtracks as a means of developing aural comprehension skill (21). Listening to tapes with the voices of many different people is supported by all groups except the Edmonton and Rural 9s. Listening to tapes with a variety of Canadian regional accents might prove to be a popular activity with all groups, except the Edmonton 21s (20).

Repetition

Live repetition of the model by the teacher (23) seems to find greater acceptance (apart from the Rural 20s) than does the method of using the tape recorder to provide the model (22) which is not favored by the Edmonton groups, except for the 20s, nor by the Red Deer 9s. The position of the Edmonton students may result from the greater length of utterances in their texts, a length which makes repetition from a tape recorder more difficult than is the case with those using the shorter utterances of Voix et images.

As for the manner of repetition, the greatest support comes for the practice of repeating after the teacher, one person at a time (27). However, it should be borne in mind in deciding to implement this practice that single person repetition was also characterized as being extremely boring for the rest of the class. The difference here is that the students are looking at the practice from the point of view of the benefit that might accrue to the person doing the repetition, not from that of those who are listening to him repeat. This approach is not supported by the Edmonton 21s.

One person at a time repetition after the tape recorder (25) proved popular with all groups except for the Edmonton 9s and 20s, and I have already offered a tentative rationale for their position, and the Red Deer 9s. Group repetition after the tape recorder was not seen as contributing as much as single person repetition, failing to find support from the Rural and Red Deer 9s and 20s, and the Red Deer 21s (24). Group repetition after the teacher fared somewhat better, only the Edmonton 20s and the Red Deer 9s and 21s not supporting the practice (26).

Drill Activities (Acquisition)

An activity in this area which received universal support involves the teacher asking the class questions which force the use of new vocabulary and structure items (32). A close runner-up is the use of pattern drills , a practice which finds favor with all groups except for the Rural 6s who may not entirely have understood the concept judging by the questions which they asked while completing the questionnaire (31). Reading the new material aloud from their texts appeals to many students (29), but not to those in Grade Six and in the Rural Grade Nine classes. To a lesser extent, the same is true of the practice known as "Retrouver le commentaire" in the Voix et images program (34), i.e., giving the appropriate sentence when the

corresponding picture is shown. This practice did not appeal to the Red Deer 9s who have experienced the process, nor did it appeal to the 21s, some of whom have, and some of whom haven't.

Memorization of the new sentences (30) is uniformly unpopular at the Grade Nine and Grade Eleven levels, and finds support only from the Edmonton and Red Deer 6s. The practice of acting out the dialogues in front of the class is only slightly more popular (33) receiving support again from the Edmonton and Red Deer 6s, but also from the Edmonton 21s. This is also a feature of the Voix et images program , and it is significant that the technique finds little support from the classes using this course.

Copying the new sentences in notebooks produces a split reaction (28), finding support among the Red Deer 6s, the Edmonton 9s, 20s, and 21s, together with the Red Deer 20s, but no backing from the remainder.

Drill Activities (Communication)

The goal in this part of the survey was to determine those activities which were popular and which contributed to the student's ability to use the language in situations which more closely approximated communication. Those activities which apparently enjoy universal appeal include: writing sentences to go with pictures or cartoons (36), answering questions in French (37), describing a picture or a series of pictures orally (41), and speaking in French with someone who knows the language (47). Only slightly less popular are answering questions about stories or dialogues with which the class has been working (39), to which both the Edmonton and Rural 6s objected; asking questions about these same stories or conversations (40), to which only the Edmonton 6s objected; preparing skits or plays which appealed to everyone except for the Rural 20s (43); creating their own conversations (44), which everyone favored except the Red Deer 6s, and playing games in French, which appealed to all groups except the Edmonton 21s (50).

As for the remaining activities, opinion was somewhat more evenly divided. The prospect of having to give a summary in French of a story or of a dialogue held little appeal for all the Grade Sixes, the Rural and Red Deer 9s, and the Rural 20s, while it was supported by the other groups, especially by the Red Deer 20s and the Edmonton 21s (38). Except for the Edmonton and Rural 6s and the Red Deer 9s, most groups felt that they would like to be able to discuss their own interests more (42). Giving oral reports in front of the class held no appeal for any of the Grade Nine groups, nor for the Edmonton 21s (49). Making up new sentences in French based on familiar patterns (48) appealed to most of the groups, except for the Edmonton 9s and the Edmonton and Rural 6s.

Two activities closely tied to drama and which are normally popular did not fare well in the present study. While all Grade Sixes, Rural 9s, Edmonton 20s, and Red Deer 20s and 21s favored producing puppet plays (45), the remaining groups did not find the activity an appealing one. Their opinion respecting acting in French plays was even more divided (46),

finding support only among the Grade Sixes, the Edmonton and Rural 9s, and the Red Deer 21s. The Red Deer 20s had no opinion either way, and the Red Deer 9s, along with the Rural and Edmonton 20s and the Edmonton 21s were opposed. It would appear that support for this type of activity is both grade- and community-specific, and may depend on the traditions of the school.

Reading

The activities in this area which seem to hold the most appeal for the students seem to be reading newspapers in French from Alberta, Quebec, or France (57), to which only the Rural 6s objected; reading specially written magazines for those learning French, such as Bonjour, Ca va?, Chez nous, Feu vert (55) which all groups supported except for the Edmonton 6s; the reading of fiction which appealed to all groups except the Edmonton and Rural 6s (51), and the reading of plays, which only the Edmonton 6s and the Red Deer 9s failed to support (53).

To a lesser extent, the following activities found some measure of popularity: reading non-fiction (52), which only the Edmonton and Rural 6s and the Red Deer 9s did not find to their liking; reading magazines written for French-speaking people, such as Paris Match, le Magazine Maclean (58) which appealed to everyone except for the Edmonton 6s and the Edmonton and Rural 9s. They were not entirely supportive, either, of the suggestion that students create their own newspapers (56) and read them. While this appealed to the Rural and Red Deer 6s, all Grade 9s, and the Red Deer 20s and 21s, it did not to the Edmonton 6s, 20s, and 21s, nor to the Rural 20s.

The suggestion that the students read poetry found appeal only for the Red Deer 6s, 20s, and 21s. All other groups were opposed (54).

Writing

In this area, one of the activities enjoying unanimous support is a somewhat surprising one - translation from English to French (59). Since this activity has virtually disappeared from our schools, it may be that the students were supporting an activity whose problems they did not totally appreciate. I must hasten to add that the reverse process, translating from French into English (60), was not as popular, failing to find support from the Rural 9s and the Red Deer 21s.

Another popular activity involved writing exercises in which the student is asked to write in missing words (61). This proved to be popular with all groups. Except for the Rural and Red Deer 9s, providing a written caption for pictures or cartoons (64) seemed to find support.

The remaining activities produced a very divided reaction. While the Red Deer 20s were very much in favor of dictation (63), a position which the Red Deer 6s and the Edmonton and Rural 20s and Red Deer 21s shared but to a lesser degree, the Edmonton and Rural 6s, all the Grade Nines, and the

Edmonton 21s were opposed. Writing compositions assigned by the teacher (65) held even less appeal, finding support only with the Edmonton and Red Deer 20s and all the 21s, the rest being opposed. The thought that they might enjoy writing articles or stories in French for a school newspaper found mixed support at each grade level. This practice appealed to the Rural and Red Deer 6s, the Edmonton 9s, and the Red Deer 20s and 21s, but was rejected by the rest (67).

Activities which held no appeal for the bulk of the groups included copying sentences from the blackboard or from the overhead projector (62), which found favor only with the Edmonton and Red Deer 6s, and the writing of poetry which appealed only to the Red Deer 20s (66). The Red Deer 6s had no feeling about this either way, and the Edmonton 6s and 21s were emphatically opposed to the idea.

Music

The findings here indicate that for the most part these students are listeners, rather than performers. Listening to music from Quebec (70) and from France (71) finds complete support, while listening to folk songs (68) is backed by all but the Edmonton and Rural 9s. There is some support from the Grade Sixes and the Grade Elevens for certain singing activities, such as singing songs from France (72), which is approved of by the Red Deer 6s to a very strong degree, and to a lesser extent by the Edmonton and Rural 6s, the Rural 20s, and the Red Deer 21s. Singing songs from Quebec (73) finds similar support, while the singing of folk songs in general (69) seems to appeal only to the Rural and Red Deer 6s.

Finally, the proposal that they write their own songs in French (74) is accepted only by the Red Deer 20s.

Language Laboratory

In retrospect the Grade Sixes should not have been asked to complete this part of the questionnaire. In conversation with them, their concept of the lab was sometimes rather hazy. Since many of them had listening centers in their classrooms or in their schools, I feel that they tended to equate language laboratories to these.

The use of the lab for practice in speaking the language (76) finds complete support, as does its use for listening practice (except for the Edmonton Grade Sixes) (75). As to its use for repetition drill, the Edmonton 20s have no opinion either way, and the rural 6s do not favor this. On the question of using the labs for tests, only the Red Deer 6s, 20s, and 21s support the idea, the rest being opposed (78).

Conclusion

It must be stressed again that the opinions mentioned above represent a concensus which represents the position of the majority of the students in a given classroom. The discussion fails to take into account the minority point of view in each room. For this reason I am a strong supporter of some form of individualized instruction being implemented in each class, even if it takes the form of some type of simple grouping arrangement in order that students may learn by the strategy which works best with them, and may participate in those activities which hold the most appeal.

Study Ten Student Preference for Type of Learning Approach as Indicated By Selection of One of Three Imaginary Classes

In this part of the survey, students were asked to read descriptions of three very different types of learning situations and to express a preference for one of them. The descriptions are contained in Appendix Six. Opinion at all grade levels appeared to favor the more-individualized approach except with the French 20 students who tended as a group to favor what might be called a Voix et images-type situation.

Very few students expressed opinions in written form about this question, and for this reason, most of their comments are given below except for those which merely offer the same kind of comment as one already presented.

1. "The first classroom sounds the most inviting because there is a variety of interests and activities taken up."

2. "I feel the first two classrooms are too slack and wouldn't be of much value. I sure wouldn't learn anything. The third is very practical because the student may work at his own speed. It is a better learning atmosphere with more activities to be involved. This would have to be a very lengthy class, but it offers better things to interest the student."

3. "I agree with the third type of classroom, although I feel more teacher guidance would be beneficial."

4. "Classroom One is an ideal situation. It sounds like there would be a lot of variety in it. Classroom Three is pretty good too, but I would tend to believe that certain people might fool around too much."

5. "Classroom Three has hardly any 'teacher-taught' lessons. This would be good for students with personal drive, but for others that have some difficulties, and need a 'push' once in awhile it would be no good. The class would be a waste of time."

6. "The first classroom is good for all students - maybe a little slow for the brighter ones. French would be learned here. You would have to. Second classroom - more drill - more emphasis on grammar - not as good. Third Classroom. All right for students who will work, i.e., the brighter ones, but for those who don't, a total loss. Work at own speed have to learn how to complete a unit."

7. "Classroom Three - This would be a good idea. The student would be able to learn at his own speed and he would have a sense of responsibility. He wouldn't be slowed down or be pushed too fast, and what he learned he would probably remember.
Classroom Two - Just having a few students do something such as answer questions isn't a very efficient way of teaching to me. These few will learn, while the others may be too shy to speak up when they don't understand. Oral drills confuse people when they're in big groups. In small groups a person feels more comfortable when he is first learning something new."

As will have been seen from the statistical data and from the comments just quoted there is a range of opinion as to the best learning environment for French. What this means to us is that wherever possible, alternative approaches to teaching the language must be provided to meet the different learning styles of the students. It may very well be that even where it is impossible to provide a different approach, part of the year's work might be carried out in a more individualized fashion as a break from the ordinary routine.

Study Eleven Teacher Program Attitudes, Pre- and In-Service Preparation, and Priorities in the French Curriculum

The tables given in this part of the study are largely self-explanatory, and do not require comment. For the original form of the questionnaire, the reader is referred to Appendix Twelve.

Although most parts of the questionnaire did not appear to require comment, several teachers made some very useful points about in-service in particular and the French program in general, These are given below.

In-Service

1. "Evening credit for rural areas."
2. "A professional French library that could be passed from school to school."
3. "More consultants for work with the teacher in the classroom."
4. "A program about enrichment activities and methodology at all levels."
5. "More in-service sessions as new programs are introduced."
6. "In-service training is a bind, because it adds another duty to the schedule of a person whose time is already fully taken up. I'm not too optimistic about what can be achieved by this method."
7. "Facilities more accessible to smaller areas so that you don't have to travel so far to get to them."
8. "Demonstrations by teachers who teach the same programs or visits to their classrooms. Evening credit at Red Deer."
9. "Organized in such a way that teachers at the various levels are able to communicate on the problems arising at each level."
10. "Practical demonstrations. Practical materials in contrast to too theoretical."
11. "In my city the facilities for in-service training are very good owing to the diligence of the coordinator."
12. "I learn from watching and doing. VTRs are something I have time to view and can do in my own school."
13. "Time off, so teachers will attend. Room enough and equipment, lots of materials to work with."

General Comments

1. "VIF is a good program for about half of the first year. Anyone following the course as prescribed could find it a drag."
2. "Bonjour Line leaves enough scope to encourage the students in various ways through different methods."
3. "Bonjour Line is an extremely boring set of lessons, especially from 16-21.

I felt that I lost my children when I was teaching the lessons. Therefore I stopped them. The program is too exhausting to teach with nine classes of thirty children each."

4. "If the instructions that go with a course are not too restrictive, a teacher can manage with almost any program. What bothers me is any statement which suggests that if the program is not followed exactly as suggested, then it is the teacher, not the program that has failed. I think that a teacher has to improvise and adapt, no matter what program is used. Given this freedom a teacher can make good use of almost any program. This implies that the objectives of the teaching of French must be realistic; we cannot hope to produce completely bilingual people in a high school in any unilingual community."

Curriculum Priorities

A study of Table 11.9 indicates that the teachers in this sample are not in complete agreement as to the long-range goals of French teaching with the exception of those at the Elementary School level. It would seem to be necessary for the Department of Education to discuss with teacher groups its revised objectives, since this information either has not reached the teaching force, or is not accepted by those at the Junior and Senior High School levels.

DISCUSSION OF THE RESULTS OBTAINED FROM THE TESTING PROGRAM AS REPORTED IN PART TWO

The reader is specifically referred to the tables contained on pages 12.19 to 12.26. A few minutes spent with these will make the following discussion somewhat clearer.

It was hoped during the program of oral testing to devise various indices and coefficients which might serve as a general type of guide to a teacher of French at each grade level. By taking into account certain skills, I wanted to provide the classroom teacher with a means of determining the relative standing of his or her class with relation to the students tested in the course of this study. The assumption was that there would be a continuum reaching from Grade Six to French 21, and that stages along this continuum might be described as Grade Six, Grade Nine, French 20, French 21, and perhaps even the grades and courses in between. To achieve this, the stages just described would have to be statistically significant from each other. While the continuum was certainly obtained, statistical signifance in several cases was not.

During the analysis of the data, one problem appeared almost at once. Except for two measures, average grammatical elements per structure, and number of questions asked, none of the other tests produced a statistically significant difference between the French 20s and the Grade Nine students. (There is a difference in the raw scores, of course). In view of the fact that some students who were legally French 21s were included with the French 20s for reasons which I have given earlier, and since many of the French 20s had taken French since Grade Four, as had many of the Grade Nines, this is somewhat surprising. If these legally French 21s had been put with the group to which they really belonged, since they did achieve at the upper end of the French 20 scale, the difference between the French Nines and the French 20s would have been even less.

What is the situation with respect to differences between the French 20s and the French 21s? Here the opposite is true. If we put the legally French 21s with the 21s, the effect would be to increase the raw-score difference between the French 20s and the French 21s, and, hopefully, obtain scores that were statistically significant. In fact, in most instances, this is what happens even without putting the two groups of 21s together. Only the question/answer ratio (which is not significantly different at any level), the descriptive ability index from Test Four, and the number of different interrogative structures used do not show a significant difference. The remaining measures are either significant at the .05 level or at the .01 level.

Since there is not a great deal of difference between the Grade Nines and the French 20s (although the raw scores favor the latter), is there a significant difference between the Grade Nines and the French 21s? Such a comparison was not made in every instance, but only in those measures where

no significant difference between the French 20s and the French 21s was recorded. The rationale for this decision is illustrated by the results obtained in the following comparisons. In the first instance, the difference between the French 20s and the French 21s was significant at the .05 level in Test Three (Task Performance). While there was no significant difference between the Grade Nines and the French 20s, the difference between the Grade Nines and the French 21s does achieve significance. The opposite is true in the case of a sub-test of Test Four, total words produced. This time, even though there is significance at the .05 level between the French 20s and 21s, there is no significance achieved between the Grade Nines and the French 20s, nor between the Grade Nines and the French 21s. A comparison of the raw scores shows why: while the means for the latter group are quite high by comparison with those of the former, the distribution eliminates any real difference.

In analyzing the results obtained from a sub-test of Test Five, the number of different interrogative structures used, we find that there is a significant difference between the results derived from the Grade Nines and the results derived from the French 21s. The same is not true of the difference between the Grade Nines and the French 20s. In fact, there is not even a significant difference between the Grade Sixes and the French 20s. It is this last comparison that requires some explanation. The elimination of one class of French 20s from the total French 20 group might alter the picture, since the scores in this class are not far removed from the average scores obtained for the Grade Six group as a whole. This is not surprising; in terms of class hours, the two groups have taken French for about the same amount of time, a point which should provide some food for thought, since the same might be applied to the Grade Nine/ French 20 distinctions.

Application of the Results to the Classroom

What conclusions may we draw from this discussion and from the tables on which it was based? There would seem to be three variables which might provide us with a basis for discriminating among grade and course-level achievement. These are: the number of items comprehended, the number of tasks successfully carried out, and the number of grammatical elements per structure produced. The number of errors made at each grade level per hundred running words appears to remain constant, and even climbs somewhat as students move away from the fixed sentences learned in class and attempt to express new ideas. As a result, this measure does not contribute anything useful and may even tend to obliterate any distinctions which might otherwise appear.

The formula given on page 12.12 for picture description may offer some help. The closer the teacher can approach a score of .000 the more successful her students may be at this activity. The raw scores tend in this direction, but again, the introduction of the error factor poses problems. In any case it might be useful for comparing classes from one year to the next, providing, of course, that the same instruments are used.

Some Comments on the Content of the Student Tapes

Despite some of the problems just raised, an examination of the results gives cause for some cautious optimism. With one exception, there is a continuum in the average results at each grade and course level reaching from Grade Six and ending with the French 21s. We are achieving something. The problem is that even the students and their teachers do not believe this, and morale in a second-language class is always egg shell thin. Since we are achieving results, it now becomes a matter of improving on those results.

Two areas which have tremendous impact on the student's ability to use the language out on the street are aural comprehension, and question-asking ability. Both of these appear to be in very great need of attention. In a way they are related, for the ability to ask questions demands an equivalent ability to understand them when asked. The student who does not understand the teacher's question will be penalized twice over, since his failure to respond is usually taken as meaning that he doesn't know how to answer. The comment of one French 20 student is worth quoting in this regard.

"I can do the answers but I can't do the questions."

It must be remembered that in any conversation, the student is spending half his time either trying to understand the question which he has just been asked, or in trying to phrase the question which he will pose in his turn. To develop this point just a little bit further, I am intrigued by the fact that when students were allowed to form their own questions in the interview situation they demonstrated a very high degree of comprehension of the answers. I must stress that the girls who were doing the testing tried hard to adjust the level of difficulty of their responses to the interview questions to the grade level of the student before them. Some of the answers which they gave were extremely complex, especially at the French 21 level, and, yet, with minor exceptions the students appeared to have no major problems in understanding the responses. Perhaps the form of the student's question provides him with an initial problem solving apparatus tuned to the range of answers that such a question will elicit. Training in question-asking ability will, it would appear, help the student with comprehension problems as well.

The forms of questions used are also interesting to compare. In the entire group that was tested, including all grade and course levels, only one student used 'n'est-ce pas?' to form a question. On the other hand, and again at all grade and course levels there is an inordinately heavy use of 'Quel..." in a variety of forms, including the obvious, such as 'Quel temps fait-il?', 'De quelle couleur est votre jupe?', although in this last instance, the initial 'De' was absent more times than it was present.

Perhaps the most striking difference is that between the sixes and nines on the one hand, and the 20s and 21s on the other, there is a world of difference in the sophistication of their questions in the interview situation. While the latter, it must be confessed, asked their fair share of "Combien de soeurs as-tu?", more frequently their questions were no longer lifted directly from the text which they had been studying or from the filmstrips which they had been watching, but somewhat deeper ones,

such as that of the boy who asked, "Pourquoi est-ce que vous faites ces examens?", and then proceeded to demonstrate perfect comprehension of the rather involved answer which he received. Perhaps a more basic type of difference was the fact that the Grade Sixes and the Grade Nines used 'tu' rather indiscriminately, while the 20s and the 21s were more careful with the 'tu/vous' distinction when talking to members of the evaluating team.

Finally, as one of the girls who had spent a year in France with a French family, and who had just returned, said, after working with the French 21s for awhile, "Most of these students would have a little trouble at first, but I think that they could manage reasonably well in a French-speaking community." It is somewhat alarming to find that neither their teacher nor the students themselves shared this optimism.

PART FOUR

CONCLUSIONS AND RECOMMENDATIONS

What conclusions may be drawn from the data contained in the preceding pages? Certainly there is cause for optimism, but at the same time there are elements of our French program which stand in very real need of improvement. Before I embark on a discussion of these elements, however, I should like to indicate some of the limitations and shortcomings of the present study in order to put the remainder of my summary into some kind of focus.

Limitations of the Study

It is regrettable that we were unable to test and interview the French 30 and 31 groups. At the same time, this probably worked out for the best, since they represent to a very considerable degree an atypical population within the great mass of students studying French. The heavy dropout rate in our courses which the Lethbridge Study (Appendix Ten) underlines means that the French 20s and 21s are closer to the mainstream of our program. I believe that both the 20s and 21s and the 30s and 31s should be involved in any future testing programs, if only to satisfy our curiosity about the end product.

Originally it was planned to carry out parallel testing using standardized tests such as the Pimsleur or the MLA Cooperative L level tests. After some reflection, it was decided to use the latter, since the oral tests most closely approached what we hoped to do in our own testing situation. Unfortunately, through a series of misunderstandings with the supplier we were finally told that the items which we required were out of stock. This tragic discovery took place on the Friday before testing began. Queen Elizabeth Composite High School in Edmonton very kindly loaned us some of the testing materials, but apart from some very limited testing of aural comprehension with the 21s, these were not used. An attempt to use them with the French 20s proved that they were very greatly beyond their ability in this particular area, and the testing was actually stopped in mid-stream for fear that it might jeopardize the results of the face-to-face testing. Despite this I strongly recommend that testing of the type originally planned be carried out, since while we now know to some extent where we stand within the Province, we still have no basis for comparing our results with students outside.

A wider sample needs to be selected covering both additional programs and different geographic regions within the Province. The students, too, need to be selected in a more random fashion, since, apart from St. Paul and Lacombe Counties, the schools where the testing was carried out either were selected for us in the one instance, or were selected by mutual negotiation in the other.

Reading, writing, and cultural understanding were not tested. From comments made to us during the testing, and in view of the low priority assigned by the students to the study of the people who speak the language,

cultural understanding should prove to be an interesting area to explore once suitable test instruments are available.

Administrators at all levels, other teachers not involved in the French program, trustees, and members of the general public were not interviewed. Fortunately, this can be done fairly easily at almost any point in time.

Parent questionnaire returns were regretably low. Perhaps a solution to this might be to have an 'advance' man/person explain and distribute the questionnaires a few weeks prior to the arrival of the testing team. If parents were requested to mail these in to some central point, by the time that the testing team arrived in the school it would be known which questionnaires were still not in, and appropriate steps might then be taken to ensure a higher rate of return.

While schools did their best to provide us with students who had left the French program, this was not always possible. The solution might lie in more long-range studies of the present type, studies in which the population would be identified before they began French. In this way, dropouts could be interviewed as they dropped out, and perhaps even encouraged to return to the program.

It became apparent even during the testing that some further modifications needed to be made in the test instruments to deal with problems which had not even become visible during the piloting of these instruments. One example was that their very open-endedness resulted in almost no use of the future or of past tenses. In order to maintain reliability we decided not to make other than very trifling adjustments during the course of the testing. Other items will have to be built into the test which will force the use of such tenses, although such tests belong more to the small-skill type of test situation.

The Gold Questionnaire proved to be very lengthy, and should be cut back in length to something more closely resembling its Pink counterpart. Students in the lower grades appeared to have no difficulty with the Pink Questionnaire, but were somewhat glassy-eyed by the time they had completed the Gold one. In this connection, I do not recommend the use of these questionnaires with students at the elementary level who have not had French for at least two years, and in no case should they be used below Grade Five.

While one of the strengths of the study in my opinion was face-to-face testing, interviewer fatigue is a factor which must always be taken into account. This was watched very carefully during the evaluation. To the girls' credit, even after leaving Edmonton at 6:45 a.m., they were still enthusiastic and still able to react warmly to the students with whom they were working at 4:00 p.m.

The most severe limitation of the study was summed up in the comment of one girl in Grade Six who said, "These tests are backwards to the kind that we normally have." Students of testing theory will understand what she meant, as well as the effect that this will have had on the results.

General Discussion of the Findings

To summarize Part Three which itself is already a summary may be both difficult and unwise. There is always the risk that a slightly different emphasis may be placed inadvertently on some important point. For this reason, the reader is strongly urged to read Part Three (which begins on page 13.1) if he or she has not already done so. At the same time I should be most remiss if I did not attempt to highlight one or two points which might otherwise be lost in the amount of information which I have had to present. As I suggested at the beginning of Part Four, there is both good news and bad news. First the good news.

In the beginning, at any rate, the majority of students are sincerely interested in learning the language, an interest which their parents seem to support. (We must be careful, however, not to confuse 'learning a language' and 'learning French'. The former enjoys more support than the latter among the parents.) Many Grade Six students in Ashmont and Elk Point express such an interest, and this in the face of breakfast table comments about the program from their older brothers and sisters. The students who dropped French still conserve some lingering interest in the study, since roughly half of them feel that they liked French even though they experienced enough difficulty with it to make them drop out of the program. That this interest is sincere is testified to by the fact that large numbers of them would encourage their own children to enrol in French courses. This position is also supported by students in Grade Nine and in French 20 who offer as a principal reason for taking French the fact that they enjoy it.

There would seem, then, to be a great deal more good will than we may have been willing to believe. The responsibility then becomes ours to capitalize on this interest, since we have a heavy responsibility to these students to improve our programs and our daily classroom teaching, matters about which I shall have something to say when we examine the other side of the problem, in order both to maintain this interest, and perhaps to rekindle the interest of some of those who have dropped out or who are planning to do so in the very near future.

This interest is indicated in at least two other ways. Both the Grade Sixes and Grade Nines along with certain French 20s evince a very real reluctance to entertain any discussion of shortening the French period. This is not the same as asking that it be lengthened, I must hasten to add, but this is not the kind of behavior that would typify a totally turned-off population. There is even better support for our program, however, and this comes both from those parents who would like to see the program begin in the lower elementary, a position which is supported somewhat by dropouts from the program, and from the results of the testing program which has demonstrated quite unambiguously that those students who began French in Grade Four are better than those who began later, even though both may be enrolled in the same course.

A second area in which we enjoy considerable support is in the area of the development of cultural understanding. Direct support for this concept is indicated both by students in the Elementary School and by the parents in general. The concept also receives indirect support from students enrolled in Grades Nine and Eleven who offer as one of their major reasons for wishing to learn French a desire to be able to participate in conversations with French-speaking people. Somewhat surprisingly, those who have dropped out of the program express a strong desire to have a Francophone friend. Support for this type of activity, then, seems to come from all quarters. What do we do with it?

The answer which I must offer with a great deal of regret is that we do very little. This is indicated over and over again in the questionnaire responses. Apart from certain classes where a sincere attempt is made to develop this type of understanding, for the most part it takes the form of films of a travelogue nature, possibly because these are all that may be obtained without a great deal of difficulty. There is an unusually virulent heresy in modern language teaching that suggests that true cultural understanding may only be achieved through the study of the language. This much I am willing to support myself. In its extreme form, however, it is often held that cultural understanding may <u>only</u> be taught through the language. Regrecably, large numbers of our students do not survive in our programs long enough to become enlightened. I hope that I am overstating the case, but my discoveries in the area of aural comprehension to which I have already referred would seem to indicate that if culture is to be solely conveyed through the language, then we had better improve the aural comprehension of our students. I am no longer willing to accept this particular excuse for doing nothing in this area. If we as language teachers feel that we are unable to make a contribution to our students' growth along these lines, perhaps we should turn the whole business over to our colleagues in Social Studies who might be able to help. The stakes are too important.

Perhaps the desire of the parents to see their children acquire some form of cultural orientation may be the reason for the support of the former for the suggestion that visits to French-speaking communities might be made more frequently.

The reader may well ask why I am optimistic in view of the rather bitter comments which I have just made. Very simply, the reason is that our major support is for the total concept of learning French. By and large this is not opposed. What bad news I have to offer is based on details, and program details are something which may be changed quite readily. In the absence of the kind of support which I have just mentioned above, however, changes in program details would be a pure waste of time. What, then, are some of the conditions which require change?

The first problem is one of morale. Our students lack confidence in their ability to use the language. I have already referred to this problem in discussing the performance of the French 21s. The answer may lie in the discrete-point type of testing which we normally carry out in our classes.

The present study attempted to find out what the students could do, not where they were lacking. This is the dilemna with which we are faced. We must continue to carry out discrete point testing, but it should be made clear to the student that its aim is diagnostic, that we wish to find out the problem areas in order to help him be able to use the language more effectively in the relatively unstructured type of testing which marked this study. Student morale needs to be developed and maintained, not destroyed.

I have already referred to my concern about the comprehension levels of classes as a whole. It is interesting that this particular aspect was referred to very frequently by students who dropped out of the program as a major consideration in their decision. Many students also find the programs boring, an inevitable result of an inability to understand. However, there is an entire area of student achievement that is of even more concern to me, and that is the area of the student's perception of how well he is doing in our program.

At all grade levels past Grade Six, one-fifth to one-third of the students report having trouble with French. Given the high rate of dropping out that seems to characterize our programs, this is somewhat surprising. What is worse is that one-third to two-fifths of these students feel that their marks in French are not as good as their marks in other subjects. For those students who are attempting to achieve a high grade point average for entrance to some program in an institution at a higher level, this must inevitably influence their decision to drop French, and a fifth to one quarter of the students at each grade level in fact do propose to leave the French program at the end of the year.

Whether their perception of their progress is based on fact or not does not really matter, since it is the perception and not the reality that will color their attitude to the French program. Perhaps it is also this perception that accounts for the very small number of students at each grade level who express confidence in their ability to carry on a conversation in French right now, or to live in a French-speaking community by the end of Grade Twelve. The question must be asked,are our requirements unrealistic? Are our approaches to evaluation totally out of step with approaches to evaluation in other subject areas resulting in unnaturally low scores in our subject? I do not think so, and I base my comments on the remarks of many students who mentioned over and over again in different questions that in testing situations they had trouble with aural comprehension. I must apologize for my insistence on this point, but I have noticed from time to time, particularly among native speakers of French who, it must be remembered, naturally learned English in Grade One, a failure to appreciate just how difficult it is to comprehend another, unfamiliar language in unstructured situations. It is for this reason that I usually have someone teach my own students Thai, or some similar language to bring home this point. The same applies to native speakers of English, often monolingual, who are teaching English as a Second Language.

One reason for some of this failure may be our own training approaches. I have begun to question the efficacy of the one-day, bag-of-tricks workshop. Unless it is part of a total series of such workshops or in-service sessions, all planned as part of an overall program, it may actually be doing a disservice by persuading the teacher that he or she is in fact on top of the problem. It has been my experience that such workshops rarely talk about theory underlying some of our methods, and unless this theory is thoroughly grasped, problems such as that of failure to understand spoken French will continue to plague us. We need to have a program in which the theory is grasped, the approaches are discussed, and in which we are given a chance to watch someone put this theory and method ensemble into practice in a classroom with a group of students.

My own courses at the University have changed drastically in their content over the past few years as I have had a chance to explore some of these problems. I must digress a little at this juncture to make a point. Last year I sent out my students for their round of student teaching. One of them went to a girl who was in my first methods class in 1966. She phoned me up to complain bitterly that this student knew more about why things went wrong than she did, and it was put to me that I had a very real responsibility to keep her up to date, too. I couldn't agree more. I have offered courses virtually every summer, any of which would serve as an upgrading experience. Regretably, I don't remember ever seeing the lady in question come back. Perhaps we need to look at systematic updating of our information.

Another culprit may be the programs themselves, or at least the way in which the programs are used. Requests for a change in the programs employed receive considerable attention in the comments made by the students. It is not necessary to abandon the programs totally, since the comment is made quite often that a shift in emphasis from one component of the program to another might result in increased interest. On the positive side, the number of students who requested no change be made in the program was quite high. This fact, and the diversity of responses to the three imaginary learning situations would seem to indicate that we may need to interest ourselves more in differences in learning styles than we have in the past as we followed lockstep approaches to French. Some form of grouping as an absolute minimum needs to be undertaken, a point which is echoed by several students at the upper levels, if we wish to cut our dropout rate by making greater provisions for differences in learning strategies in our classroom.

In concluding this part of my comments I recommend to everyone who is involved in the teaching of French, the bulletin of the Department of Education entitled French as a Second Language, Levels 1,2,3 (Secondary). This publication spells out in more detail than we have ever had the specific competences which will set our students on the road to real communication. It is supposed to be in the hands of every French teacher in the Province. I am assured that it is somewhere in your school right now.

Recommendations

In closing, I recommend that the following be undertaken:

Students

1. Current approaches to evaluation in all subjects must be examined to determine whether or not such evaluation is consistent with the expressed goals, and if these goals are being achieved in the course. Comparison of French and other linear subjects is particularly important. We must see if French is harder than other subjects.

2. We must determine ways in which we can indicate to our student the progress that he is making in his ability to use the language in unstructured situations, while making him aware for diagnostic and remedial reasons of those areas requiring specific attention.

3. We must make preparation for different learning approaches used by our students by implementing at least a grouping procedure, rather than continuing to force all students through the same approach and rate of delivery.

Cultural Awareness

4. The rationale for the goal of cultural awareness and objectivity needs to be discussed and the goal itself disseminated more widely. It is obvious that either this has not happened, and that many teachers are unaware of its changed emphasis in the French program, or else this goal is rejected by teachers at the upper grade levels who are pressed for time. In either case, some action needs to be taken.

5. The ways in which cultural awareness may be fostered need to be communicated, and appropriate materials developed where these are lacking. Such materials as do exist need to be made available more readily than is now the case to teachers in the field.

6. Greater contact needs to be made with people working in the area of the Social Studies to see in what ways they might be able to help us achieve this goal.

Methods

1. The relationship that exists between clearly defined goals, effective teaching to achieve these goals, and continuous evaluation to ensure that the goals are, in fact being met almost on a daily basis, needs to be more clearly expressed and communicated to teachers at all levels. The work of the Edmonton Catholic School Board in this area

should be given wide publicity and its documents distributed wherever they are needed.

2. Greater attention needs to be given to the development of aural comprehension. This includes the preparation of materials to further this goal as well as bringing to the attention of French teachers those materials which already exist and which are felt to be appropriate.

3. More attention to the 'transfer' use of language , i.e., the use of language in realistic communication situations, needs to be given right from the very first days, even if this type of expression involves something slightly less than flawless use of the language. The goal must be to communicate while making as few errors as possible. The competent teacher will be able to create such activities, while keeping the potential for error at a minimal level.

4. Consideration needs to be given to some very real changes in the methodology of Voix et images where it is intended to retain this program. Paradoxically, the solution to difficulties with its use lies in some schools with too great a deviation from the laid down methodology, and in others the methodology is followed too slavishly. Teachers who do not feel that it is helping them to achieve their goals should be free to substitute other programs for it. The essential point is that the goals be achieved, whatever changes this requires of the methodology.

5. The influence of the University in the area of written skills is already making itself felt. Considerably more emphasis on grammar and composition is beginning to be encountered at the upper grade levels than was the case a few years ago. The fact that reading and writing act as perceptual and memory-aiding devices is accepted. The danger is that too great an emphasis on grammar and composition will be made at the expense of the oral skills. Students are already beginning to complain that this is the case. Let us be very clear as to our own objectives before we begin to attempt to accede to whatever demands are made on us.

Teacher Education

1. There appears to be a need for some overall plan which will ensure that systematic upgrading may be made available to teachers in all parts of the Province in such a way that undue hardship is not caused to anyone. In the light of what is being learned almost daily about modern language learning, preparation for modern language teaching is a career-long activity which cannot be satisfied entirely by hit-or-miss in-service sessions. Those teachers who do not wish to participate in such programs must appreciate that tenure implies an obligation on the part of the employee to keep himself up to date, and an equal obligation on the part of his employer to provide such training.

2. Teachers in various parts of the Province who have demonstrated that they are effective teachers of French and who work well with other teachers should be designated as Consultant Teachers. Their classes would provide a setting which other teachers might visit, in which other teachers might even teach for brief periods of time with subsequent discussion of what was done, and where improvements in approach might be made. Videotapes of such teachers should be prepared demonstrating specific aspects of the program. These should then be made available to teachers throughout the Province for observation in their own school, since most schools now have access to the necessary equipment.

3. Professors involved in University-level methods courses should ensure that the problems involved in developing both aural comprehension and free communication ability are understood by their students before they begin their teaching. The matter of presenting a culture needs more work, since many teachers complain that they do not know how to go about introducing the target culture.

Further Research

1. There is a need to look at the effects of the parent/home language to determine to what extent the presence of another language facilitates or makes more difficult the learning of French. Do we need in some cases a different approach to the teaching of French than that used with the bulk of the population?

2. Fluent Francophone students of the same age should have the same tests administered to them that were used in the study to see whether or not our expectations of Anglophone students are reasonable.

3. The recommendations that were mentioned in the section entitled 'Limitations of the Study' need to be implemented in any future testing.

4. Finally that a group of students be selected across the Province in a variety of school settings prior to their introduction to French, and that these students be followed through to the point at which they either graduate or drop French to assess their attitude and progress as they move through the grades.

****

I should like to close this study with a thought that is not mine, but which says better than I could my feeling about a very key person in this whole business of learning French. It was said by a student in Lindsay Thurber High School in Red Deer who concluded his questionnaire with the comment:

"IT'S THE TEACHER WHO MAKES THE DIFFERENCE."

Appendix One GRADE SIX STUDENTS WHO ARE NOT TAKING FRENCH

Survey Number ☐

1. Name _____ Male ☐ Female ☐
   Family Name First Name

2. School _____

3. Age (as of today) _____
   Years Months

4. What languages can your parents speak besides English?

   _____

5. How many people do you know who can speak French? _____

6. Do you have older brothers and sisters who took French in junior high or in high school?
   Yes ☐ No ☐

7. If your answer to the last question was 'yes' how do you think they felt about their French course?
   Pleased with it ☐ Not very pleased with it ☐
   Don't know ☐

8. How would you describe your marks in most of your subjects?
   Very good ☐
   Good ☐
   Average ☐
   Poor ☐

9. Are you looking forward to taking French? How do you feel about it?
   Very interested ☐
   Interested ☐
   Don't really want to ☐
   No opinion ☐

10. Do you think that everyone should study French? Yes ☐ No ☐
    (If you would like to talk about this a bit more, please use the space underneath or the back of this page).

10. Below this we've listed some of the things that people learn about when they study French. Please read the list carefully, then place a number 1 in the box beside the reason that is most important as far as you are concerned, a number 2 beside the second most important reason, a number 3 beside the third, and so on.

a. To be able to write the language.	a ☐
b. To be able to speak the language.	b ☐
c. To be able to learn about and understand the people who use that language.	c ☐
d. To be able to read the language.	d ☐

11. In the space below, please tell us why you think that it is important for people to study French. (If there isn't enough room, please continue on the back of this page).

Appendix Two PARENT QUESTIONNAIRE Survey Number

THE ALBERTA MODERN LANGUAGE STUDY

1. Please indicate which parent is completing this questionnaire:

Father _____ Mother _____

For the following three questions, we'd appreciate very much having information about both Father and Mother.

2. I can understand the following languages when spoken to me:

Father _____

Mother _____

3. I can speak the following languages:

Father _____

Mother _____

4. I can read the following languages:

Father _____

Mother _____

5. The following languages are used in our home: _____

6. We buy or subscribe to magazines or newspapers in the following languages: _____

7. I completed school to the end of Grade: (Father)_____.

(Mother)_____.

8. During my own school days I studied the following languages:

_____.

9. Were you satisfied with your own modern language classes? Yes _____ No_____

(If you would like to make further comments please use the back.)

10. Do you have other children who are studying, or who have studied French?

Yes ____ No____

11. Are you satisfied with their French program and with their progress? (Please answer on the back of this page).

THE ALBERTA MODERN LANGUAGE STUDY

19. The things that I don't like about my child's French program are:

Part Two

1. Below we've listed several reasons which might be given for studying French. Please read each one carefully, and if this is one of the reasons that played a part in your decision to have your child take French, please put a check mark in the box beside the question.Check as many as you wish.

THE STUDY OF FRENCH CAN BE IMPORTANT TO MY CHILD BECAUSE HE (SHE)

- ☐ 1. Needs it in order to finish high school.
- ☐ 2. Will be able to gain good friends more easily among French-speaking people.
- ☐ 3. Will be more respected because of his (her) ability to speak French.
- ☐ 4. Will understand the way French-speaking people live and think,better.
- ☐ 5. Will need it to get a job.
- ☐ 6. Will be able to meet and talk with more people.
- ☐ 7. Will not be really educated unless he or she is fluent in French.
- ☐ 8. Canada is rapidly becoming a bilingual country.
- ☐ 9. Will need it to enter University.
- ☐ 10. Other reasons (Please list on the back.)

2. On the next few lines we've listed the main reasons for studying a modern language. We'd appreciate it if you would read them through, then put a 1 beside the reason that you think is the most important, a 2 beside the one that you think is next in importance, and a 3 beside the ones that you think are least important.

- ☐ the ability to read and write the language.
- ☐ the ability to speak and understand the language.
- ☐ the ability to understand the point of view of the people who speak the language.

4/3

THANK YOU

THE ALBERTA MODERN LANGUAGE STUDY

12. The decision as to whether or not my child should continue to take French should be made by:

the student ☐ the parents ☐ the school. ☐

13. I feel that students should begin learning a second language in:

Kindergarten ☐ Grade 5 or 6 ☐

Grade 1 or 2 ☐ Grades 7 to 9 ☐

Grade 3 or 4 ☐ Grades 10 to 12 ☐

14. I wish that as well as French, the school would offer courses in the following languages: _____

15. To learn enough French to live without too much trouble in a French-speaking community would probably take: (please check one)

less than 500 hours ☐ more than 1000 hours ☐

between 500 and 1000 hours ☐ no idea ☐

16. To what level of competence do you want your child to learn the French language?

able to ask and answer simple questions. ☐

able to talk easily and understand a discussion in which he or she is interested. ☐

able to live without difficulty in a French-speaking community. ☐

able to read and write the language only. ☐

none of these reasons (Please explain on the back of this page.) ☐

17. I would be in favour of my child visiting a French-speaking community for a few days if the opportunity came up.

Yes ☐ No ☐

18. The things that I like most about my child's French program are:

4/2

PLEASE GO ON TO THE NEXT PAGE

FACULTY OF EDUCATION
DEPARTMENT OF SECONDARY EDUCATION

THE UNIVERSITY OF ALBERTA
EDMONTON, CANADA T6G 2E1

May 1, 1975

Dear Parent,

The Department of Education in cooperation with your school has asked me to carry out a survey of the French language program in the Province of Alberta. We are trying to find out from parents, students, and teachers what they think of the program that we have now, but more important, what kind of changes would they like to see made when the time comes to bring in new programs. While I do have a chance, by nature of my work at the University, to say something about the French program, I have often wished that I could say something about programs in other subjects. It is for this reason that we felt that we would like to involve you in any changes that we might make by requesting you to fill out this questionnaire. We apologize for making this kind of demand on your time.

Please fill out the enclosed questionnaire as completely as possible. If you wish to add further comments please feel free to write on the back of any of the pages. To ensure that your questionnaire remains as confidential as possible, we've identified it only by a number and have provided a stamped, self-adressed envelope in which to return it to me here. DO NOT RETURN IT TO THE SCHOOL.

Since reading the some three thousand questionnaires and tests involved in this study will take some time, and must be completed early in the summer so that my staff can still have some holidays, I'd be very grateful if you would complete the questionnaire tonight and put it in the mail tomorrow. Thank you for your help.

Yours truly,

Douglas V. Parker

Douglas V. Parker
Associate Professor

Survey Number [ ]

Appendix Three STUDENTS WHO HAVE DROPPED OUT OF THE PROGRAM

THE ALBERTA MODERN LANGUAGE STUDY

To the Student

The people who are responsible for this study are trying to improve modern language courses in the Province of Alberta. To do this we are talking to a great many students and asking them for their opinion of the courses which they have taken. In most surveys like this, only students who are still taking the language are asked for their opinion. In this study, however, we should like to hear from those of you who, for one reason or another, are no longer enrolled in the French program in order to find out why you decided not to continue. By listening to what you have to say about the program, we hope to be able to change some of the things that may have made you decide to drop the course. Needless to say, your answers will be kept confidential and will only be seen by Dr. Parker and his staff at the University.

It's possible that we may not have listed all the reasons that you might want to give for dropping French. If there are other reasons that you would like to mention or other comments that you would like to make, we've left a space at the end of the questionnaire for you to do this. We often find that the comments that people write in at the end are among the most useful information that we get.

After you have completed this page, please detach it from the rest of the questionnaire and hand it in separately. This will help to keep your answers confidential.

Thank you very much for your help.

---

1. Name _____
   Family name First Names

2. Name of School _____

3. City or Town in which school is located _____

4. Grade in which you are now enrolled. _____

Survey Number ☐

THE ALBERTA MODERN LANGUAGE STUDY

17.2

Personal Data

1. Male ☐ Female ☐ (Please check one).

2. Age _____ _____
years months

3. Present Grade in School 9 ☐ 12 ☐ Other _____

4. I have completed the following courses and/or grades in French:
(Please check all the ones that apply to you).

French Grade Four ☐
French Grade Five ☐
French Grade Six ☐
French Grade Seven ☐
French Grade Eight ☐
French Grade Nine ☐

French 10 ☐
French 20 ☐
French 30 ☐
French 11 ☐
French 21 ☐
French 31 ☐

Note to Grade Nines
These courses are for students in Grades Ten to Twelve.

Other courses in French _____

5. Most of my French teachers were Men ☐ Women ☐
About the same number of each ☐

6. During most of my French courses my marks were (Please check one):

Excellent ☐ Very Good ☐ Good ☐ Only Fair ☐ Poor ☐

7. On the whole I liked French: (Please check one)

Very much ☐ a bit ☐ no opinion ☐ not at all ☐

8. Please list any language or languages which either of your parents can speak beside English.

_____.

9. What language or languages are used in your home besides English?

_____

10. How many people do you know (other than your teacher and those who have learned French with you) who speak French?

_____

3/2

THE ALBERTA MODERN LANGUAGE STUDY

To the Student

When someone decides not to continue with French there are usually several reasons for this. Please read through the reasons given below, and put a check mark in front of the number of all of the reasons that influenced you in deciding not to go on with French.

Usually, however, there's one reason that really helped you to make up your mind - a reason that was more important than all the others. If it is one of the reasons given below, please underline it.

Just in case we've missed any, we've left room on the next page to add any other reasons. If there isn't enough space, please write on the back of this page or the next one.

---

1. I do not need a language for admission to University.
2. I wasn't learning enough to justify the time I was spending on it.
3. I lost interest in studying the language.
4. I wanted to learn how to speak the language and I didn't think that the courses were going to help me very much.
5. My marks were so low in French that I didn't think that I would make it through the next course.
6. I failed the last course.
7. We weren't learning how to read the language.
8. I just didn't feel that any more French was worthwhile.
9. I didn't study enough to keep up with the class.
10. I wanted to take another subject instead of French.
11. The work in French became more difficult, and I couldn't keep up with the rest of the class.
12. There was too much homework.
13. The teaching wasn't very good.
14. We didn't speak the language very much in class.
15. We tried to cover too much material too fast.
16. I didn't like the teacher.

17. The repetition was boring.

18. The time that French took was hurting my marks in my other subjects.

19. I only intended to take French this long anyway.

20. I didn't have enough time to study the language as much as I needed to.

21. There was too much grammar.

22. I found that most of the time I couldn't understand what the teacher was saying.

23. I really wanted to take another language instead.

24. The language was too hard for me.

25. There wasn't enough emphasis on the French or French-Canadian people and how they lived.

26. I didn't really want to study a language, but I had to, so I stopped as soon as I could.

27. I had to take another subject which conflicted with French on the timetable.

28. We weren't learning French as fast as I thought we could.

29. None of my friends were going to take French.

30. I couldn't spell very well.

31. French classes were very boring.

32. My parents didn't really want me to take French.

33. I found that I had a hard time answering the teacher's questions.

34. The school that I went to didn't have the next course in French.

35. I wanted to take another subject which conflicted with French on the timetable.

36. Other reasons (please explain in the space below or on the back of this page).

_____

_____

_____

THE ALBERTA MODERN LANGUAGE STUDY

To the Student

This is the last part of the questionnaire. For this part you will need the IBM answer sheet that you have been given. First of all, if it isn't already there, please write your survey number in the blank space at the top.

Below are twenty statements about French in school and in Canada. Please read them carefully, then decide whether you agree or disagree with them. On the IBM sheet in Part 1 you'll find numbers which match the numbers beside each statement. Beside each of these numbers on the IBM sheet is a series of boxes A1,B2,C3, D4, E5. We' ll use them this way:

If you agree very much with the statement, darken A1

If you generally agree, darken B2.

If you don't know or don't have any opinion either way, darken C3.

If you generally disagree, darken D4.

If you violently disagree, darken E5.

---

1. I hope to study French again some time.
2. I think that all Canadians should study French.
3. French should be a compulsory subject in elementary school.
4. French should be a compulsory subject in junior high school.
5. French should be a compulsory subject in high school.
6. I think that any Canadian who wants to should be able to learn French.
7. My parents feel that studying French is a waste of time.
8. I liked French very much when I was taking it.
9. I feel that Canadians are being forced to learn French.
10. Even if I couldn't speak the language I'd like to learn more about French Canada and France.
11. I wish that in our French course we had studied more about Quebec.
12. Most of the French teachers that I know are really good teachers.

13. I'd like to have a French-speaking person as a friend.

14. Some of the music from Quebec and from France is really great.

15. I'd like to be able to watch French-language television programs.

16. When I started studying French I really wanted to be able to speak the language.

17. When I started French I really wanted to be able to read the language.

18. As many Canadians as possible should be bilingual.

19. Most of my friends think that learning French is a waste of time.

20. I'd encourage my own children to learn French.

Additional Comments

Part Two

To the Student

For this part of the questionnaire you'll need one IBM Answer Sheet that came with part one. First of all, if it isn't there already, write your Survey Number in the blank space at the top of the IBM Sheet.

On this page and the next few pages we've written several comments that people sometimes make about their French course. You may or may not agree with them. To show how you feel about each comment read the sentence, then find the same number on the IBM Sheet and darken in one of the dotted lines beside it on the following basis:

If you agree very much with the sentence, darken in (A1.)
If you more or less agree, darken in (B2.)
If you don't know or if you have no opinion, darken in (C3.)
If you don't agree, darken in (D4.)
If you don't agree, in fact you're very much opposed, darken in (E5.)

***** If the sentence doesn't apply to what you do in your class, skip that question number, and go on to the next sentence. Be sure to put the answer for the next sentence in the right space, though.

---

1. The teacher goes too fast for me to keep up.
2. The sentences that we are learning are the kind of sentence that will be useful in a conversation with a French person.
3. Learning how to pronounce French accurately is very important.
4. Our French course is very good for helping us learn how to write French.
5. We have a lot of different activities in our French class.
6. The materials our teacher uses (such as books, tapes, pictures) are very good.
7. Time seems to pass very quickly in our French class.
8. I find doing oral drills (such as pattern drills) very boring.

PLEASE GO ON TO THE NEXT PAGE.

9. I'd like to be able to practice speaking French with the others in my class more often.
10. I'd like to spend more time using French in class to talk about the things that we are interested in, but which aren't in our French course.
11. I'd like to have a text for this course.
12. We don't have enough time in class to practice speaking French.
13. Most of the time I don't know how to answer the questions that the teacher asks me.
14. French class periods should be shorter.
15. I'd like to have a printed copy of the sentences that we are learning.
16. I find the oral drills that we do in class help me a lot.
17. It is a good idea to have tapes with different voices speaking French.
18. We aren't really learning to speak the language.
19. Our French course is very good for helping people learn how to understand someone who is speaking French.
20. We do more talking in French than the teacher does.
21. I like it when I have to answer a question in French.
22. I enjoy repeating after the tape.
23. I'd like to have more time to practice the sentences that are on the tape by myself.
24. I use the take-home records that go with our course quite a lot. (If your school does not have take-home records, leave this answer blank).
25. I'd like to have take-home records or tapes to practice with at home.
26. We learn too much material every day.
27. I'd like to have a French-English dictionary.
28. I'd like to have a dictionary with the definitions written in simple French that I could understand.
29. The time seems to drag in class when other students are repeating after the tape.
30. I can usually understand what the teacher's explanation in French of the new words means.
31. Once I have understood how a new sentence works in French, I have no trouble making up other sentences just like it.

PLEASE GO ON TO THE NEXT PAGE

32. I have difficulty in repeating after the tapes.
33. I'd like to spend more time doing written exercises.
34. A French course like ours is very good for helping people learn how to speak French.
35. I like the pictures which our teacher uses to teach us French.
36. Often I don't understand the sentences that our teacher is trying to teach us.
37. I wish that our teacher would use pictures more often to help make the meaning of the new sentences clearer.
38. We spend quite a bit of time learning about people who speak French.
39. I wish that the teacher would explain the new sentences to us in English.
40. A French course like ours is very good for helping people learn how to read in French.
41. I think that it helps me a lot to have to repeat after the tapes.
42. I usually understand the meaning of what I am saying in French.
43. The people on the tape talk too fast for me to understand.
44. The tests that we have in French are too easy.
45. Most of the time I understand the questions that the teacher asks me.
46. I should like to have more tests so that I might have a better idea of how well I am doing in French.
47. I am afraid to let the teacher know when I don't understand.
48. When we begin some new work, pretty soon I find that I have forgotten what we learned just a little while ago.
49. I think that I could carry on a fairly long conversation in French with someone, providing that we talked about something that I know something about.
50. It is very easy to make good marks in our French course without really learning any French.
51. French is harder than my other subjects.

UNLESS YOU ARE IN GRADE ELEVEN, PLEASE OMIT THE QUESTIONS ON THE NEXT PAGE.

THE ALBERTA MODERN LANGUAGE STUDY

Note: THE QUESTIONS ON THIS PAGE ARE FOR STUDENTS IN GRADE ELEVEN ONLY.

Semester - Please answer questions in this section only if your school is on the semester system - that is, where the school year is divided in two with different subjects in each part.

52. There are some subjects that the semester system does not fit.
53. The semester system seems to work well for French.
54. I find that after I have been taking a semester with no French I have no trouble when I start taking French again.

Grammar - All Grade Eleven students are asked to answer this part.

55. The grammar explanations in our French text are very clear and easy to understand.
56. I should like to have the teacher spend more time explaining French grammar to us.
57. I have no trouble spelling in French.
58. I'd like to do more written exercises than we do now.

Language Laboratory - Please answer questions in this section only if you have a Language Laboratory in your school.

59. The work in the language laboratory is helping me understand spoken French.
60. The work in the language laboratory is helping me speak French.
61. The equipment in our language laboratory is usually broken.
62. I wish that we had language laboratory facilities right in our classroom so that we could spend part of the period doing lab work, but without having to move from our classroom.
63. We go to the language laboratory at least three times a week.
    (If you go more often, darken A1. If you don't go at all, please darken E5).

Part Three

To the Student

For this part of the questionnaire you'll need the other IBM Sheet that you received with part one. First of all, if it isn't there already, please write your Survey Number in the blank space at the top of the IBM Sheet.

In this part of the questionnaire, we're trying to find out what you think of different ways of teaching French. Perhaps the way that we have listed on this page and the next is different from the way that your teacher does things; perhaps it is the same. In either case, please think about it, and then tell us whether or not you think that you would like that way of doing things,or, if that is the way in which your teacher does things, whether or not you like it.

To show how you feel about each of these, read the sentence that describes them, then find the same number on the IBM sheet and darken in one of the dotted lines beside it in the following way:

If you think that you'd like (or do already like) that way of doing things very much darken (A1.)

If you think that you'd like that way of doing things darken (B2.)

If you don't know, or have no opinion, darken (C3.)

If you don't think that you'd like that way, darken (D4.)

If you're absolutely positive that you wouldn't like that way, darken (E5.)

Civilisation

In their French class the students

1. Read about the daily lives of French-speaking people.
2. Watch films, filmstrips, or television programs about French people.
3. Study the history of French-speaking people.
4. Read about the art, music, and literature of French-speaking people.

5. watch films about the art, music, and literature of French people.
6. talk to a French-speaking person about his or her life.
7. listen to the teacher talk about the daily lives of French-speaking people.
8. exchange letters with someone who lives in Quebec or in a country where people speak French.

Presentation

The teacher introduces a new conversation or sentences in French by:

9. showing a filmstrip which has a picture for just about every sentence.
10. giving a short explanation in English about the situation before letting the class see or hear the new material.
11. telling or having the class read a story which contains the new material.
12. having the class look at their text where the sentences or conversations are printed in French with the meaning nearby.
13. explaining the rules which show how you make up a French sentence.

Meaning

The teacher explains the meaning of new sentences or new words by:

14. giving an explanation in French while pointing to parts of the filmstrip picture.
15. giving an explanation in French along with gestures,(actions), drawings.
16. writing the English meaning on the blackboard or on the overhead projector.
17. saying in English what the sentence means.
18. having the class look at the English meaning in their textbook.

The teacher helps the students to understand a variety of voices by:

19. playing tapes with the voices of a great many different people.
20. playing tapes with the voices of people from many different parts of French Canada.
21. having the class watch films or television programs with French soundtracks.

Appendix Six STUDENT SELECTION OF ONE OF THREE IMAGINARY CLASSROOMS

Part Four

To the Student

On the following pages we've described three imaginary French classrooms. We'd like you to read the descriptions of the three, then decide which one you would like most. To show your choice use question space number 80 on the second IBM Answer Sheet (the one that you were just using). If you decide that you like the first classroom most, darken A1. If you decide you like the second, darken B2, and if you decide that you prefer the third, darken C3.

You may want to make some comments about the three classrooms. If you do, please put them on the back of the IBM Answer Sheet.

---

80. Classroom One

The teacher begins by asking a few questions in French about the different activities in which the students took part after school yesterday. The teacher then turns on the filmstrip projector and shows five pictures which illustrate a conversation taking place on a street in France. Since these were shown to the class yesterday, the teacher then asks for the sentences which go with each picture. Several students are then asked to repeat these sentences. When the teacher is satisfied with their pronunciation, she introduces four new pictures and plays the tape that goes with them. She then carefully explains in French the meaning of the new words in the sentences. When she is sure that everyone understands, she asks the students, one at a time, to repeat the new sentences. When most of the class can do this with a good pronunciation, she begins another activity. This may be a talk about French-speaking people, a new record with French music, or a drill where the class practices making new sentences based on the sentences that were taught yesterday. The teacher asks a question which forces the students to change a word or two in the sentences to fit the new situation. She then turns to one of the pictures on the filmstrip and has the class

ask each other questions about the picture. When this has been done, the class is given a written exercise based on material which they have already read in class. The class ends with a reading of a story.

Classroom Two

As students enter the French classroom, certain ones are chosen to go to the blackboard and put the sentences on which they had for last night's homework. The rest sit down and open their notebooks to the page where they have their homework. The teacher checks quickly that the homework has been done, then takes up the sentences that are on the board. The students then correct their own homework.

When this has been done, the teacher asks two students to give the conversation which they learned yesterday. She writes it on the board, and, using the sentences from the conversation as examples, discusses in French the grammar problems for today - in this case, how the future tense of an 'er' verb is formed. She then carries out an oral drill in which she gives the verb in the present tense, and someone is asked to give the same form, but in the future tense. When she is satisfied that almost everyone in the classroom can do this quickly and accurately, the class does a written exercise based on the verbs. The exercise is done in five minutes, is corrected, and the class then is shown a series of slides which show a day in the life of a factory worker in France. Differences between his life and the life of a similar worker in Canada are talked about, and the period ends.

Classroom Three

As John enters the French classroom he goes to the shelf where his file folder is kept. In it is a list of the work which he is to do today. To begin with, he is asked to go to the 'culture corner' and watch a film about a trip on a bus in Paris. When he has seen the film along with three or four other students he is asked to write down on a piece of paper all the differences which he noticed about this bus ride and a similar bus trip in his own city. Next he goes to the 'language

laboratory' corner and practices the dialogue for the new lesson. He does this until he is quite sure about his own pronunciation, since he can hear the model sentence as well as his own repetition on the tape. For a few minutes he is free to look at a student magazine written in French. He particularly enjoys the cartoons. Then, along with five other students he goes to the 'conversation corner' where the teacher talks to them in French and helps them to discuss with each other (in French, of course) subjects which are of interest to himself and to the other students. When this is finished, John goes to an empty desk, takes the textbook which the class uses,and works on a written exercise. When he has finished, he checks it against a correction sheet. When he has made any corrections he begins to study for the unit test which he will take by himself tomorrow to see whether or not he is ready to go on to the next unit.

2/12

WHEN YOU HAVE FINISHED THIS PAGE, PLEASE COMPLETE THE PAGE CALLED 'Part Five, Summary.'

Appendix Seven GENERAL INFORMATION

Survey Number ☐

Male ☐

Female ☐

Name _____
Family Name First Name

Home Address _____

City or Town _____

Age (as of today) _____ _____
Years Months

School _____

Grade _____

French Course in Which You Are Now Enrolled _____

French courses which you have already taken.
(Please check all the ones that apply to you.)

French Grade Four	☐	French 10	☐
French Grade Five	☐	French 20	☐
French Grade Six	☐	French 30	☐
French Grade Seven	☐	French 11	☐
French Grade Eight	☐	French 21	☐
French Grade Nine	☐	French 31	☐

Note to Grade Six and Grade Nine Students:
The courses in this column are for High School students.

Other Courses in French

Please list any language or languages which either of your parents can speak besides English. _____

What language or languages are used in your home besides English? _____

How many people do you know (other than your teachers and those who have learned French with you) who speak French? _____

1/1

PLEASE GO ON TO NEXT PAGE

THE ALBERTA MODERN LANGUAGE STUDY

Part One

A. In order to find out how you feel about your own progress in French we've prepared several groups of sentences. Please read each group of sentences carefully, then decide which one best describes how you feel. Place a check mark in the square which is to the right of each sentence.

PLEASE CHECK ONLY ONE SENTENCE IN EACH GROUP.

1. a. I am getting very good marks in French.	1a ☐
b. My marks in French are just average.	1b ☐
c. My marks in French are not very good.	1c ☐
2. a. My marks in French are not as good as my marks in my other subjects.	2a ☐
b. My marks in French are about the same as my marks in my other subjects.	2b ☐
c. My marks in French are better than my marks in my other subjects.	2c ☐
3. a. I am having a hard time keeping up with the rest of the class.	3a ☐
b. I am able to keep up with the rest of the class.	3b ☐
c. I think that I could go faster than the rest of the class.	3c ☐
4. a. I should like to work at my own speed and not have to keep up with the rest of the class.	4a ☐
b. I should like to work at my own speed and go faster than the rest of the class.	4b ☐
c. The class is going at just the right speed to suit me.	4c ☐
5. a. I am satisfied with my progress in French.	5a ☐
b. I am having a lot of trouble in French.	5b ☐
6. a. I am hoping to drop French next year.	6a ☐
b. I am planning to take French next year.	6b ☐

1/2

PLEASE GO ON TO NEXT PAGE

THE ALBERTA MODERN LANGUAGE STUDY

7. a. On the whole I like French very much	7a ☐
b. On the whole I like French,	7b ☐
c. On the whole I don't like French.	7c ☐
d. On the whole I hate French.	7d ☐
e. I don't have any opinion one way or the other.	7e ☐

B. In the space below we've given some of the reasons why people take French. Please read these carefully, then place a number 1 in the box beside the reason that is most important as far as you are concerned, a number 2 beside the second most important reason, a number 3 beside the third, and so on.

8. a. To be able to write the language	8a ☐
b. To be able to speak the language.	8b ☐
c. To be able to learn about and understand the people who speak the language.	8c ☐
d. To be able to understand the language when it is spoken.	8d ☐
e. To be able to read the language.	8e ☐

C. When you finish Grade 12, do you think that you will be able to speak and understand French well enough to live in a French-speaking town or city without too much trouble?

Yes ☐
No ☐
Don't know ☐

D. In the space below, we'd appreciate it if you told us why you are taking French. (If there is not enough room, please continue on the back).

THE ALBERTA MODERN LANGUAGE STUDY

Part Five Summary

1. What do you like most about your French class?

2. What do you dislike about your French class?

3. What would you change in your French class if you could?

If you need more space for any question, please continue on the back of this paper.

THANK YOU VERY MUCH FOR YOUR HELP.

Appendix Eight STATISTICAL TABLES - STUDIES EIGHT AND NINE

Study Eight The Gold Questionnaire - Grade Six

Question No.	Edmonton n=26 $\bar{X}$	s.d	Rural n=36 $\bar{X}$	s.d	Red Deer n=19 $\bar{X}$	s.d
1.	2.269	5.212	2.543	8.187	4.0	10.392
2.	3.23	7.905	3.158	11.441	4.263	12.883
3.	2.48	5.61	2.5	6.533	3.2	7.061
4.	2.54	7.47	2.5	7.157	3.316	7.211
5.	3.04	7.517	2.818	7.939	3.631	8.427
6.	3.318	8.504	2.777	8.121	4.579	15.127
7.	3.076	7.68	2.527	6.579	3.263	6.632
8.	3.692	11.85	3.25	14.446	4.842	19.0
9.	3.653	11.27	3.323	12.162	3.842	8.933
10.	3.230	8.24	3.229	9.561	3.316	7.959
11.	2.385	6.086	2.6	7.762	3.526	7.919
12.	2.73	6.558	3.371	10.658	4.0	10.392
13.	3.346	9.230	3.25	10.0	3.105	6.577
14.	2.769	6.345	3.441	11.19	3.789	9.157
15.	3.385	9.609	3.583	12.041	3.684	8.756
16.	3.538	9.949	3.514	11.252	2.895	5.820
17.	3.73	11.563	3.555	11.821	3.0	7.926
18.	2.923	8.299	2.735	7.798	2.789	5.339
19.	3.32	9.698	3.083	8.936	4.421	11.29
20	3.192	9.016	3.277	10.396	4.105	10.55
21	3.230	8.339	3.441	11.333	3.842	9.929
22	2.577	5.974	3.277	10.777	4.158	11.137
23.	3.808	12.218	3.277	10.157	3.765	10.078
24.	3.346	8.813	3.305	10.709	3.947	10.992
25.	3.038	7.947	3.143	9.75	3.789	9.639
26.	3.423	9.888	3.027	8.627	4.211	11.942
27.	3.6	11.507	3.314	10.043	4.263	12.948
28.	2.815	7.716	2.914	8.154	3.316	7.048

Grade Six (continued)

Question No.	Edmonton n=26 $\bar{X}$	Edmonton n=26 s.d	Rural n=36 $\bar{X}$	Rural n=36 s.d	Red Deer n=19 $\bar{X}$	Red Deer n=19 s.d
29.	2.615	6.998	2.861	8.222	2.947	6.24
30.	3.296	9,502	2.611	6.925	3.474	9.709
31.	3.75	10.139	2.162	6.944	3.053	6.114
32.	3.346	9.125	3.083	9.476	4.105	11.357
33.	2.923	6.764	3.472	12.025	3.737	9.115
34.	3.192	7.879	3.15	9.666	4.053	10.69
35.	3.444	9.72	3.444	11.124	4.784	13.348
36.	3.92	11.379	3.277	10.465	3.526	7.855
37.	3.916	10.253	3.108	9.067	3.631	7.939
38.	2.24	4.918	2.371	6.856	2.579	5.501
39.	2.423	6.369	2.638	8.503	3.842	8.434
40.	2.692	6.032	3.111	9.273	4.316	11.968
41.	3.461	9.238	3.222	9.613	3.947	9.958
42.	2.808	6.969	2.722	8.09	3.579	7.897
43.	3.731	11.375	3.973	14.698	4.263	13.055
44.	3.32	8.994	3.262	12.55	2.789	6.658
45.	3.538	11.165	3.861	13.996	4.263	13.991
46.	3.25	8.926	3.727	12.448	4.315	13.888
47.	3.269	8.225	3.083	9.219	4.263	11.449
48.	2.88	6.716	2.971	8.055	3.631	8.623
49.	2.077	5.261	2.444	6.349	2.579	5.347
50.	3.923	13.099	4.229	16.317	4.684	17.25
51.	2.885	7.022	2.941	8.528	4.0	10.865
52.	2.808	7.167	2.469	7.841	3,421	7.552
53.	2.961	7.302	3.222	9.952	4.526	14.234
54.	2.231	5.552	2.806	7.974	3.526	8.461
55.	2.96	8.804	3.167	9.569	3.842	9.793
56.	2.643	6.935	3.2	9.505	3.947	10.992
57.	3.0	7.2	2.861	8.596	3.895	10.268
58.	2.615	6.388	3.138	9.366	3.474	7.366
59.	3.565	8.691	3.111	9.671	3.526	8.099
60.	3.538	9.626	4.027	14.906	3.737	9.683

Grade Six Gold Questionnaire (continued)

Question No.	Edmonton n=26 $\bar{X}$	Edmonton n=26 s.d	Rural n=36 $\bar{X}$	Rural n=36 s.d	Red Deer n=19 $\bar{X}$	Red Deer n=19 s.d
61.	3.692	10.055	3.666	13.079	4.0	10.138
62.	3.209	9.99	2.861	10.373	3.579	9.002
63.	2.76	6.385	2.878	7.753	3.0	6.209
64.	3.36	8.416	3.166	9.223	4.053	10.437
65.	1.964	4.948	2.388	6.626	2.895	6.522
66.	1.808	4.195	2.416	6.357	3.0	6.191
67.	2.16	4.685	3.057	8.851	3.421	8.051
68.	3.0	7.686	3.419	9.926	3.684	8.615
69.	2.964	7.55	3.143	9.684	4.316	13.115
70.	3.115	8.18	3.714	13.033	4.631	15.323
71.	3.154	8.235	3.527	13.129	4.579	15.127
72.	3.077	7.397	3.416	10.803	4.421	13.421
73.	2.808	6.986	3.25	11.018	4.263	12.883
74.	1.64	4.29	2.138	5.622	2.895	6.35
75.	2.923	7.002	3.235	9.906	3.7	9.739
76.	3.56	9.065	3.027	8.901	3.474	7.82
77.	3.56	8.853	2.697	7.252	4.0	11.081
78.	2.166	4.631	2.361	6.655	3.5	7.477

Study Eight The Gold Questionnaire - Grade Nine

Question No.	Edmonton n=28 $\bar{X}$	Edmonton n=28 s.d	Rural n=56 $\bar{X}$	Rural n=56 s.d	Red Deer n=27 $\bar{X}$	Red Deer n=27 s.d
1.	2.655	6.645	2.845	10.581	3.148	12.553
2.	2.552	10.002	3.888	17.402	3.963	12.411
3.	2,31	6.001	2.263	8.019	2.777	6.958
4.	2.862	8.175	2.5	9.048	2.852	6.741
5.	2.897	7.988	2.915	11.788	3.259	8.465
6.	3.069	7.727	3.759	16.275	4.259	14.585
7.	2.333	7.293	2.333	8.488	2.741	8.42
8.	3.666	13.556	3.81	17.699	4.333	14.377
9.	2.931	7.592	2.948	11.731	3.296	9.105
10.	3.793	12.137	3.724	16.747	3.296	9.949
11.	3.179	9.129	2.813	11.454	3.111	9.877
12.	3.207	8.821	3.695	16.571	3.629	10.322
13.	3.464	11.203	3.355	13.889	3.074	8.615
14.	3.069	7.946	3.169	14.008	3.444	9,625
15.	3.69	11.607	3.131	12.656	3.666	12.009
16.	2.704	6.207	3.525	15.029	3.444	9.665
17.	3.552	10.266	3.712	16.751	3.555	9.85
18.	2.897	8.981	3.075	11.711	2.925	7.922
19.	2.821	6.804	3.274	13.127	3.37	9.228
20.	3.071	7.654	3.322	13.745	3.555	12.555
21.	3.179	8.224	3.845	17.424	3.74	12.024
22.	2.679	6.667	3.375	13.959	2.851	7.129
23.	3.821	11.541	3.552	14.399	3.444	8.928
24.	3.071	7.93	2.866	11.566	2.629	7.254
25.	2.929	7.023	2.859	10.444	3.074	8.827
26.	3.536	10.616	3.47	13.086	2.851	7.129
27.	3.571	9.587	3.123	11.822	3.481	11.349
28.	3.0	8.472	2.895*	9.451*	4.111	12.831

*n= 48

Grade Nine Gold Questionnaire (continued)

Question No.	Edmonton n=28 $\bar{X}$	Edmonton n=28 s.d	Rural n=56 $\bar{X}$	Rural n=56 s.d	Red Deer n=27 $\bar{X}$	Red Deer n=27 s.d
29.	3.036	8.315	2.926	12.284	3.037	8.159
30.	2.5	6.009	2.589	9.578	2.593	6.423
31.	3.571	10.265	3.228	14.697	3.555	10.203
32.	3.773	9.807	3.439	14.137	3.851	11.912
33.	2.929	7.99	2.949	11.972	2.555	5.976
34.	3.037	8.079	3.904	14.475	2.814	7.504
35.	3.655	11.056	3.414	13.609	3.074	9.587
36.	3.483	10.339	3.439	13.371	3.111	8.192
37.	3.643	11.322	3.4	15.931	3.925	14.456
38.	3.2	9.434	2.821	10.24	2.777	8.271
39.	3.348	8.716	3.148	13.564	3.370	9.985
40.	3.276	9.192	3.392	14.231	3.629	10.558
41.	3.464	9.07	3.228	13.031	3.407	9.592
42.	3.214	8.434	3.226	12.485	2.888	6.852
43.	3.724	12.142	3.463	14.748	3.037	7.526
44.	3.786	12.497	3.508	14.348	3.296	9.104
45.	2.607	6.494	3.115	11.03	2.518	5.707
46.	3.536	11.037	3.228	11.976	2.74	6.537
47.	3.643	10.271	3.474	15.058	3.629	10.277
48.	2.852	7.789	3.235*	12.53*	3.148	8.552
49.	2.464	6.73	2.4	7.959	1.888	5.056
50.	3.827	12.2	3.333	12.677	3.148	7.95
51.	3.5	9.674	3.386	14.265	3.74	11.84
52.	3.286	9.364	2.96	10.707	3.259	9.941
53.	3.5	9.674	3.14	11.78	2.925	7.825
54.	2.5	6.286	2.429	8.553	2.74	7.047
55.	3.143	8.095	3.269	12.543	4.444	12.311
56.	3.393	10.093	3.07	12.41	3.0	7.416

* n= 51

Grade Nine Gold Questionnaire (continued)

Question No.	Edmonton n=28 $\bar{X}$	Edmonton n=28 s.d	Rural n=56 $\bar{X}$	Rural n=56 s.d	Red Deer n=27 $\bar{X}$	Red Deer n=27 s.d
57.	3.179	8.748	3.071	13.996	3.407	9.573
58.	2.926	7.205	2.947	11.469	3.111	7.982
59.	3.286	8.931	3.0*	12.988*	3.333	8.809
60.	3.107	7.997	2.789	16.178	3.518	11.403
61.	3.786	12.3	3.263	14.786	3.444	10.237
62.	2.786	7.233	2.596	10.418	2.111	5.74
63.	2.536	6.42	2.772	11.4	2.074	6.133
64.	3.536	10.423	2.904	10.143	2.926	8.32
65.	2.571	6.039	2.145	7.546	2.666	7.437
66.	2.036	4.834	2.24	7.641	2.296	5.628
67.	3.071	7.986	2.66	9.516	2.444	6.228
68.	2.461	5.58	2.895	11.302	3.185	8.284
69.	2.63	5.969	2.842	11.117	2.37	5.982
70.	3.25	8.855	3.754	16.949	3.777	11.853
71.	3.107	8.672	3.719	16.014	3.703	11.825
72.	2.607	6.021	2.873	10.495	2.444	5.556
73.	2.714	6.329	2.786	9.8	2.37	5.943
74.	2.379	5.506	2.386	8.622	1.888	4.56
75.	3.444	9.625	3.518	16.169	3.703	12.776
76.	3.654	10.647	3.088*	11.365*	3.481	10.442
77.	3.741	10.317	3.222	13.66	2.814	8.171
78	2.481	6.148	2.317	7.878	2.37	5.825

* n=45

French 20 Gold Questionnaire

Question No.	Edmonton n=15 $\bar{X}$	Edmonton n=15 s.d	Rural n=36 $\bar{X}$	Rural n=36 s.d	Red Deer n=11 $\bar{X}$	Red Deer n=11 s.d
1.	3.6	9.364	3.194	10.92	3.09	6.284
2.	3.8	8.654	3.676	12.799	3.636	9.532
3.	3.266	6.881	2.371	6.073	2.181	3.6
4.	3.533	7.624	2.636	7.516	3.363	7.089
5.	3.533	7.179	3.083	9.213	3.181	5.173
6.	4.533	12.322	3.861	13.922	4.727	12.24
7.	3.2	6.614	2.666	7.364	3.273	7.377
8.	3.6	6.926	3.735	12.828	4.455	9.913
9.	3.4	6.759	3.166	10.555	3.273	4.941
10.	3.466	8.391	3.777	13.297	3.09	5.873
11.	2.733	5.077	2.861	9.105	3.727	7.695
12.	3.6	9.508	3.714	12.988	3.182	5.456
13.	4.0	9.224	3.055	9.105	3.818	6.369
14.	3.143	6.099	3.294	9.719	3.727	6.973
	n=14					
15.	3.5	7.773	3.378	11.278	4.455	9.729
16.	3.643	8.536	3.167	9.263	2.182	3.516
17.	3.857	8.254	3.861	15.117	3.0	6.017
18.	4.0	8.302	2.944	8.799	2.364	3.042
19.	3.357	6.147	3.639	12.062	3.636	7.046
20.	3.143	5.736	3.5	11.093	3.636	6.622
21.	4.0	9.224	3.778	13.873	3.455	8.335
22.	3.214	5.494	3.0	8.616	3.727	7.485
23.	3.286	8.166	2.297	12.42	4.455	9.729
24.	3.071	6.673	2.917	9.126	2.273	4.518
25.	2.786	4.693	3.371	10.409	4.0	7.211
26.	2.786	5.794	3.054	8.772	3.0	6.115
27.	3.143	5.289	3.444	11.569	4.455	10.52

French 20 Gold Questionnaire (continued)

Question No.	Edmonton n=14 $\bar{X}$	s.d	Rural n=36 $\bar{X}$	s.d	Red Deer n=11 $\bar{X}$	s,d
28.	3.5	6.549	2.889	8.256	3.273	5.658
29.	3.643	7.622	3.028	8.644	3.09	4.989
30.	2.857	4.555	2.686	7.665	2.0	2.966
31.	3.071	5.824	3.417	11.867	4.181	8.109
32.	3.643	7.732	3.917	14.159	4.455	9.729
33.	2.143	4.055	2.445	6.349	2.727	4.315
34.	3.0	6.702	3.594	10.948	3.364	5.626
35.	3.071	5.225	3.417	10.814	3.818	6.369
36.	4.0	8.832	3.5	11.661	3.636	6.376
37.	3.357	6.879	3.605	12.65	4.0	10.742
38.	3.786	8.737	2.889	9.576	4.09	9.104
39.	3.714	7.363	3.25	9.889	4.0	9.757
40.	3.857	7.931	3.389	10.986	3.818	8.542
					n=10	
41.	3.643	7.821	3.417	10.366	4.09	9.741
42.	3.571	7.144	3.139	8.96	3.454	6.203
43.	3.571	7.603	2.833	8.059	3.182	5.98
44.	3.286	6.719	3.5	13.349	4.09	8.443
45.	3.0	6.872	2.25	6.239	3.273	5.293
	n=9					
46.	2.888	3.48	2.861	9.409	3.0	4.879
47.	3.444	4.719	3.75	12.836	4.636	11.156
48.	3.333	6.164	3.216	10.998	4.0	8.625
49.	2.0	2.872	2.278	6.093	2.455	4.083
50.	3.777	5.783	3.472	11.592	3.727	6.544
51.	3.777	5.761	3.778	13.387	3.727	8.58
52.	3.666	5.7	3.583	11.857	3.455	6.25
53.	3.0	4.062	3.139	10.784	3.909	10.756
54.	2.888	3.48	2.914	8.459	4.0	8.0

French 20 Gold Questionnaire (continued)

Question No.	Edmonton n=9 $\bar{X}$	Edmonton n=9 s.d	Rural n=36 $\bar{X}$	Rural n=36 s.d	Red Deer n=10 $\bar{X}$	Red Deer n=10 s.d
55.	3.333	5.268	3.778	12.757	4.364	9.872
56.	2.888	4.594	2.944	8.915	3.364	6.104
57.	3.888	5.754	3.555	11.378	3.818	8.542
58.	3.111	3.919	3.5	11.085	4.09	8.905
59.	3.555	5.151	3.611	12.41	3.364	5.372
60.	3.666	5.958	3.886	13.416	3.182	5.173
61.	4.111	8.161	3.833	13.211	3.636	5.445
62.	2.666	4.359	2.833	7.703	3.0	5.495
63.	3.666	5.723	3.194	9.371	4.0	7.28
64.	3.666	6.164	3.031	8.679	4.182	8.109
65.	3.555	5.615	2.583	7.069	3.909	7.049
66.	2.666	3.04	2.078	5.267	3.636	7.2
67.	2.777	4.969	2.555	7.137	3.09	4.206
68.	3.777	6.906	3.324	10.979	3.455	6.219
69.	2.666	3.279	2.944	8.877	2.636	4.5
70.	3.888	6.753	4.139	17.738	3.818	6.6
71.	4.0	7.159	4.028	15.378	4.273	9.253
72.	2.555	3.644	3.194	9.99	2.727	3.849
73.	2.444	3.972	3.083	9.476	2.818	4.308
74.	2.222	3.113	2.278	5.95	3.545	6.072
75.	3.111	3.887	3.757	12.449	4.0	7.211
76.	3.222	6.515	3.935	13.117	4.0	7.211
77.	3.0	5.291	3.484	10.909	3.182	6.6
78.	2.0	4.0	2.344	7.074	3.182	4.446

French 21 Gold Questionnaire

Question No.	Edmonton n=17 $\bar{X}$	s.d	Red Deer n=8 $\bar{X}$	s.d
1.	3.5	13.687	3.25	6.861
2.	2.706	5.687	4.325	3.804
3.	3.823	10.163	3.375	5.975
4.	3.437	10.198	3.125	5.592
5.	2.47	5.489	3.375	8.365
6.	3.765	9.437	4.625	10.378
7.	2.647	4.782	3.25	5.65
8.	3.353	9.649	4.25	7.592
9.	3.176	6.405	3.625	6.968
10.	3.235	6.815	3.625	6.865
11.	3.824	11.035	3.25	5.445
12.	3.375	8.213	3.5	5.099
13.	3.47	7.779	3.5	4.721
14.	3.235	6.942	3.5	6.989
15.	3.765	10.744	3.875	9.804
16.	2.47	5.113	2.125	4.224
17.	3.529	7.954	2.75	3.845
18.	3.059	6.036	2.5	3.546
19.	3.063	5.555	3.875	5.963
20.	2.588	5.69	4.125	6.198
21.	3.588	9.855	3.0	5.318
22.	2.437	4.32	3.875	6.978
23.	3.412	7.599	4.0	7.329
24.	3.0	6.113	2.5	3.546
25.	3.0	5.937	3.625	8.314
26.	3.0	7.984	2.875	3.27
27.	2.823	5.04	3.875	6.978
28.	3.176	6.626	2.5	3.625
29.	3.0	6.991	3.125	3.441
30.	2.294	4.819	1.75	2.493

French 21 Gold Questionnaire (continued)

Question No.	Edmonton n=17 $\bar{X}$	Edmonton n=17 s.d	Red Deer n=8 $\bar{X}$	Red Deer n=8 s.d
31.	3.412	9.244	3.875	6.978
32.	3.765	8.459	4.0	8.298
33.	3.0	6.113	2.625	3.42
34.	2.588	4.976	2.625	3.42
35.	3.294	7.113	3.75	4.949
36.	3.823	8.946	3.5	6.989
			n=7	
37.	3.176	5.95	3.5	6.928
38.	4.0	11.039	3.0	7.01
39.	3.529	7.559	3.375	5.68
40.	4.059	11.893	3.375	5.68
41.	3.529	6.355	3.571	5.884
42.	4.118	10.499	3.571	4.077
43.	3.412	8.853	3.0	2.944
44.	3.176	7.152	3.143	4.74
45.	2.882	6.873	2.714	4.27
	n=9			
46.	2.555	3.547	3.286	3.147
47.	3.222	4.842	4.714	9.429
48.	3.222	4.295	3.571	4.467
49.	2.889	4.167	3.286	3.147
50.	2.667	3.122	3.429	4.429
51.	4.333	8.689	4.286	6.447
52.	3.889	9.198	3.714	5.219
53.	3.444	6.444	3.571	7.345
54.	2.555	4.096	3.429	4.315
55.	3.778	6.96	4.0	7.326
56.	2.0	2.784	3.714	5.057
57.	3.333	4.609	3.857	5.786

French 21 Gold Questionnaire (continued)

Question No.	Edmonton n=9 $\bar{X}$	Edmonton n=9 s.d	Red Deer n=7 $\bar{X}$	Red Deer n=7 s.d
58.	3.333	4.796	4.286	6.447
59.	3.222	5.783	3.286	5.909
60.	3.0	4.301	2.857	5.872
61.	3.667	5.83	3.857	8.952
62.	2.444	3.678	3.0	4.583
63.	2.889	6.509	3.857	8.952
64.	3.0	5.7	3.714	5.219
65.	3.111	5.134	3.286	6.565
66.	1.778	2.9	2.714	3.302
67.	2.444	3.609	3.286	3.684
68.	3.111	5.372	3.857	5.047
69.	2.0	3.162	2.857	4.598
70.	3.667	6.928	3.857	5.956
71.	4.222	7.694	4.143	5.843
72.	2.111	3.1	3.143	4.598
73.	2.222	3.023	3.286	3.684
74.	1.889	2.369	2.714	4.654
75.	3.666	5.7	4.286	7.868
76.	4.111	8.161	4.143	6.388
77.	3.555	5.897	3.857	7.358
78.	2.667	3.122	3.714	5.736

Study Nine The Pink Questionnaire - Grade Six

Question No.	Edmonton n=26 $\bar{X}$	s.d	Rural n=38 $\bar{X}$	s.d	Red Deer n=17 $\bar{X}$	s.d
1.	2.269	5.937	2.333	7.167	2.176	4.475
2.	3.36	10.522	3.211	9.779	4.176	12.217
3.	4.542	18.335	4.0	16.164	4.765	19.389
4.	3.076	8.56	3.243	9.934	3.429	5.958
5.	3.555	10.263	3.474	11.018	4.353	11.968
6.	3.407	8.963	3.128	10.05	4.294	11.021
7.	3.769	10.749	3.308	11.072	3.706	8.851
8.	3.16	7.733	2.947	9.206	3.059	5.593
9.	2.92	6.673	3.321	10.142	4.059	12.085
10.	3.04	7.009	3.368	11.803	3.941	10.527
11.	2.6	5.604	2.833	8.037	2.765	5.495
12.	3.038	7.443	3.275	10.407	3.118	6.143
13.	3.038	8.506	3.317	10.956	2.588	4.874
14.	2.208	4.718	2.421	6.657	2.412	4.258
15.	3.15	7.503	3.579	13.826	3.882	8.695
16.	3.48	10.397	3.222	9.862	3.875	8.468
17.	3.5	9.807	3.789	15.257	4.412	12.703
18.	2.555	6.047	2.395	6.672	2.412	5.327
19.	3.769	11.115	3.552	12.271	4.0	9.565
20.	2.5	6.478	2.368	6.52	2.176	4.825
21.	2.846	7.018	3.131	9.518	3.25	6.094
22.	2.5	4.704	2.921	8.669	3.055	6.403
23.	2.591	5.225	3.081	9.063	3.0	6.383
24.	2.00*	2.872*	1.805	4.494	2.625	4.703
25.	2.391	5.467	3.05	9.674	3.294	6.631
26.	2.32	4.828	2.605	7.088	2.176	5.376
27.	4.231	14.567	4.25#	15.189 #	4.674	16.951

*n=9 # n=28

Grade Six Pink Questionnaire (continued)

Question No.	Edmonton n=26 $\bar{X}$	Edmonton n=26 s.d	Rural n=38 $\bar{X}$	Rural n=38 s.d	Red Deer n=17 $\bar{X}$	Red Deer n=17 s.d
28.	3.615	9.815	4.315	18.052	4.353	13.397
29.	2.857	5.816	3.282	11.074	3.353	6.891
30.	3.269	8.312	3.289	10.227	4.294	11.983
31.	3.192	7.803	3.0	8.761	3.118	10.099
32.	2.666*	5.213*	2.658	7.287	2.235	5.007
33.	3.0	7.23	2.474	6.773	3.25	6.738
34.	4.238	14.269	3.378	11.736	4.118	11.118
35.	3.5	9.638	3.147	8.883	2.937	7.775
36.	3.308	7.964	3.286	9.799	2.588	5.701
37.	3.16	7.592	3.5	11.911	3.882	9.427
38.	1.88	4.885	2.324	6.174	2.412	5.257
39.	3.75	10.625	4.222	14.09	3.294	6.862
40.	2.885	6.623	3.03	8.248	3.5	6.293
41.	3.2	6.661	3.395	10.554	4.059	9.915
42.	3.76	9.943	3,553	12.033	4.294	11.596
43.	3.56#	9.319#	3.395	10.862	2.941	6.159
44.	2.5	6.819	2.579	7.198	2.211	4.894
45.	3.577	10.606	3.316	10.102	4.059	9.915
46.	3.32	9.162	2.973	8.639	3.235	7.471
47.	3.083	7.144	3.263	10.641	3.313	5.823
48.	3.56	9.129	3.684	13.366	3.059	6.24
49.	3.087	7.057	2.676	7.318	3.647	7.558
50.	2.576	6.262	2.388	6.482	1.882	3.569
51.	2.5	6.592	3.158	9.379	2.706	4.896

* n=18 # n=19

Grade Nine The Pink Questionnaire

	Edmonton n=24		Rural n=56		Red Deer n=28	
Question No.	$\bar{X}$	s.d	$\bar{X}$	s.d	$\bar{X}$	s.d
1.	2.269	6.083	3.143	12.049	2.037	6.073
2.	3.88	12.245	3.232	14.418	3.0	8.598
3.	4.63	18.665	4.15	16.459	4.143	14.485
4.	3.88	11.734	3.446	15.96	3.5	12.384
5.	2.679	8.649	2.446	9.804	2.357	6.533
6.	3.522	12.598	2.946	11.833	2.786	6.973
7.	3.105	7.637	2.404	8.083	2.5	6.058
8.	2.88	6.753	3.286	12.277	3.148	7.655
9.	3.36	8.939	3.696	16.88	3.538	9.717
10.	3.6	9.508	3.727	15.279	3.643	10.397
11.	3.272	7.796	3.207	12.625	3.8	10.4
12.	2.958	7.086	3.143	12.479	3.192	7.482
13.	2.875	7.309	3.321	12.721	2.679	6.934
14.	2.166	6.982	3.181	11.592	2.777	6.852
15.	3.348	8.026	3.857	15.574	4.125	12.442
16.	4.25	13.539	3.407	15.195	3.519	9.154
17.	3.375	8.459	3.456	14.68	3.679	10.15
18.	1.818	4.089	2.768	9.989	2.893	7.46
19.	3.696	9.659	2.885	10.68	2.821	7.344
20.	2.542	6.304	2.571	8.934	1.963	5.748
21.	3.23	9.088	2.724	9.736	3.429	10.45
22.	2.6	5.745	2.732	10.739	2.143	5.829
23.	3.32	8.854	3.41	13.757	2.893	7.39
24.	2.875	6.784	1.792	4.211	1.724	5.45
25.	2.461	5.907	3.29	13.05	2.54	6.402
26.	2.923	7.652	2.873	10.424	2.071	6.091
27.	4.0	12.649	4.315	21.327	4.4	15.614
28.	3.5	9.335	4.181	19.815	4.179	14.646

29.	3.64	9.543	3.845	17.079	3.571	11.406
30.	3.0	8.562	3.547	15.963	3.714	11.142
31.	3.636	10.191	3.036	11.963	3.179	9.794
32.	2.042	5.279	2.803	10.825	1.928	5.617
33.	2.809	5.845	2.89	10.806	2.769	7.732
34.	4.0	11.967	3.018	13.005	2.759	6.669
35.	3.304	8.331	2.38	8.753	2.643	8.216
36.	2.708	8.249	3.018	10.944	2.571	8.085
37.	3.042	7.48	2.963	11.439	3.286	8.964
38.	1.913	5.534	1.69	6.89	1.679	5.157
39.	4.0	12.045	4.018	17.932	3.321	9.214
40.	3.916	13.784	2.696	10.629	3.4	8.47
41.	3.44	8.302	3.333	13.602	2.821	8.009
42.	4.166	13.067	3.625	16.775	3.857	13.539
43.	3.174	7.785	3.442	13.047	3.536	10.254
44.	2.583	8.717	2.286	8.469	2.435	6.17
45.	4.0	9.918	3.339	15.804	3.607	12.118
46.	2.696	6.463	2.786	11.284	2.25	6.168
47.	2.208	5.175	3.0	10.833	3.071	7.586
48.	3.083	8.107	3.303	13.63	3.214	9.012
49.	3.542	9.088	2.553	9.527	2.607	6.828
50.	2.375	6.254	2.232	8,323	2.714	6.376
51.	2.522	5.509	3.333	12.851	2.286	5.962

French 20 Pink Questionnaire

Question No.	Edmonton n=14 $\bar{X}$	Edmonton n=14 s.d	Rural n=31 $\bar{X}$	Rural n=31 s.d	Red Deer n=11 $\bar{X}$	Red Deer n=11 s.d
1.	3.214	7.536	2.968	8.002	2.545	5.733
2.	3.0	7.585	3.548	11.195	3.273	5.293
3.	3.786	7.963	4.613	19.104	4.455	9.729
4.	3.714	10.586	3.3	10.793	3.182	6.209
5.	2.071	4.159	2.833	9.089	3.364	5.259
6.	2.357	7.938	2.5	6.621	2.909	5.3
7.	2.786	4.854	2.267	6.269	2.09	4.206
8.	2.928	5.09	3.8	12.631	2.545	4.74
9.	3.0	5.857	3.968	12.968	3.818	6.369
10.	3.071	4.968	4.257	17.782	4.09	7.93
11.	3.714	8.119	3.0	8.274	2.818	4.49
12.	2.857	6.212	2.903	7.599	3.727	6.604
13.	2.929	5.166	2.645	7.012	2.455	4.132
14.	1.714	3.474	2.58	6.515	2.727	4.132
15.	3.857	9.718	4.192*	14.533*	3.818	7.884
16.	2.929	5.744	3.645*	10.824*	3.909	6.316
17.	3.786	7.587	4.5	19.387	4.181	8.376
18.	2.714	4.631	2.571	5.602	3.0	4.449
19.	2.857	5.17	3.133	9.298	2.909	5.088
20.	2.429	4.603	2.267	5.669	2.09	3.36
21.	3.357	8.697	2.871	8.713	3.0	4.336
22.	3.071	5.744	2.709	7.124	2.545	3.446
23.	3.286	6.821	3.484	9.949	3.636	5.662
24.	2.143	4.055	1.588#	3.954#	2.0	2.933
25.	2.286	4.631	3.452	10.036	2.818	4.875
26.	2.0	4.961	2.844	7.599	2.818	5.344

* n=26 # n=17

French 20 Pink Questionnaire (continued)

Question No.	Edmonton n=14 $\bar{X}$	Edmonton n=14 s.d	Rural n=31 $\bar{X}$	Rural n=31 s.d	Red Deer n=11 $\bar{X}$	Red Deer n=11 s.d
27.	3.429	7.219	4.4	16.355	4.0	7.861
28.	4.286	10.922	4.387	16.481	4.636	11.156
29.	3.214	7.587	3.967	13.032	3.182	8.304
30.	3.5	7.522	3.375	13.562	4.273	10.238
31.	3.857	7.94	3.355	9.988	3.0	5.639
32.	3.643	7.55	2.355	7.292	2.818	5.115
33.	2.857	6.735	2.871	7.415	3.455	5.392
34.	3.143	6.024	3.226	10.506	3.364	8.369
35.	3.571	6.665	2.759	6.712	2.273	4.052
36.	3.0	6.114	2.903	7.599	2.454	4.569
37.	4.0	9.157	3.643	10.432	3.0	5.495
38.	2.643	5.597	2.0	6.034	2.03	3.36
39.	3.857	7.941	3.867	14.173	2.455	3.417
40.	3.929	8.739	2.516	7.103	2.8	5.116
41.	3.857	7.941	3.379	10.293	3.4	8.847
42.	4.071	8.809	3.903	14.552	3.9	10.005
43.	3.571	8.644	3.742	11.472	3.9	7.724
44.	2.929	8.775	1.774	4.537	1.8	3.048
45.	3.786	9.688	3.355	11.362	3.7	8.744
46.	2.429*	4.467*	2.452	6.339	2.5	4.453
	n=7					
47.	2.286	2.498	2.645	6.795	2.6	4.115
48.	2.571	3.259	3.4	10.074	3.0	7.616
49.	3.714	7.521	2.935	8.82	2.9	4.977
50.	1.857	2.968	2.387	5.858	2.273	4.003
51.	2.143	2.34	2.774	7.237	2.8	3.521
					n=6	

* n=7

French 20 Pink Questionnaire (continued)

Question No.	Edmonton n=7 $\bar{X}$	Edmonton n=7 s.d	Rural n=25 $\bar{X}$	Rural n=25 s.d	Red Deer n=6 $\bar{X}$	Red Deer n=6 s.d
52.	3.857	5.047	3.0	7.147	3.167	2.563
53.	3.714	5.736	3.13	7.332	3.167	6.338
54.	2.857	3.625	2.792	6.31	2.5	3.209
	n=6					
55.	2.666	4.131	2.615	6.524	2.833	3.488
					n=10	
56.	3.666	6.5	3.393	8.938	4.1	7.4
57.	2.666	3.011	3.036	8.426	2.6	4.427
58.	2.833	3.488	3.069	8.426	3.2	5.073
			n=17			
59.	3.5	6.317	3.363	7.474	3.6	7.427
60.	3.333	4.633	3.529	8.016	3.7	8.706
61.	3.0	5.019	1.778	3.766	2.2	5.203
62.	3.333	3.724	2.769*	4.711*	3.3	4.572
63.	3.833	4.834	3.882	9.493	4.4	8.796

* n=13

French 21 Pink Questionnaire

Question No.	Edmonton n=18 $\bar{X}$	s.d	Red Deer n=10 $\bar{X}$	s.d
1.	3.0	8.636	2.3	4.218
2.	2.555	5.823	3.0	6.289
3.	4.278	11.66	4.7	11.294
4.	2.889	10.346	3.2	6.143
5.	2.111	5.759	2.1	3.957
6.	3.778	9.944	2.9	5.587
7.	1.944	4.783	1.9	3.143
8.	2.722	5.634	2.4	4.222
9.	4.167	10.607	4.1	8.412
10.	3.47	8.079	4.4	8.796
11.	3.625	10.039	3.1	4.483
12.	3.611	9.03	4.1	7.46
13.	3.5	7.422	2.8	5.095
14.	3.333	6.919	3.1	4.175
15.	3.687	10.078	4.2	8.39
16.	3.562	7.183	3.5	6.276
17.	4.055	9.86	4.0	7.831
18.	3.722	8.91	3.3	4.373
19.	3.333	6.615	3.4	6.275
20.	2.167	4.63	1.6	2.836
21.	3.111	7.259	2.2	3.225
22.	2.5	4.5	3.6	8.784
23.	3.833	9.218	3.1	5.547
24.	2.778*	3.419*	2.2	4.392
25.	3.5	8.813	3.1	4.483
26.	2.944	7.392	2.5	3.923
27.	4.176	11.5	4.1	8.975

* n=9

French 21 Pink Questionnaire (continued)

Question No.	Edmonton n=18 $\bar{X}$	Edmonton n=18 s.d	Red Deer n=10 $\bar{X}$	Red Deer n=10 s.d
27.	4.176	11.5	4.1	8.975
28.	4.294	12.287	4.4	8.796
29.	3.4	6.717	3.5	5.562
30.	4.0	10.229	3.8	7.345
31.	3.765	8.205	3.5	6.276
32.	3.0	5.657	2.4	3.949
33.	2.706	5.643	1.9	3.9
34.	2.47	4.964	2.4	2.675
35.	3.375	6.259	2.7	6.7
36.	3.529	7.426	2.2	4.263
37.	3.294	6.371	2.9	6.573
38.	3.529	9.702	1.8	5.029
39.	3.176	7.978	2.3	3.831
40.	3.765	13.52	3.3	7.514
41.	3.47	8.094	3.8	10.086
42.	4.588	14.625	3.9	8.774
43.	3.588	9.179	3.1	5.065
44.	2.412	4.963	2.1	3.315
45.	4.0	10.488	4.0	8.994
	n=10			
46.	1.8	3.795	2.5	3.837
47.	2.6	4.835	2.5	5.017
48.	3.9	7.37	3.1	7.578
49.	3.0	4.109	2.8	4.614
50.	2.8	5.978	2.1	1.923
51.	2.5	5.017	3.0	4.055
52.	-	-	3.3	6.667
53.	-	-	1.9	2.923
54.	-	-	1.5	2.718

French 21 Pink Questionnaire (continued)

Question No.	Edmonton n=9 $\bar{X}$	Edmonton n=9 s.d	Red Deer n=10 $\bar{X}$	Red Deer n=10 s.d
55.	2.333	3.391	2.6	4.742
56.	3.222	4.494	3.3	5.012
57.	3.555	5.897	2.7	3.802
58.	3.333	4.123	3.3	4.809
59.	3.555	5.247	3.6	7.516
60.	3.667	5.7	4.1	11.318
61.	3.111	5.372	2.8	5.287
62.	3.444	4.719	3.4	6.04
63.	2.0	6.0	2.1	4.581

Appendix Nine RESULTS OF THE PILOT EVALUATION

Early in 1975 preliminary forms of the questionnaires to be used with students still involved in the French program were prepared and piloted in four Edmonton area schools. The Edmonton Public and Edmonton Catholic Schools were asked for an elementary and a junior high school each. The principal investigator was given permission to pilot the questionnaires in Father Lacombe Elementary School and St. Cecilia Junior High of the Catholic system and Lendrum Elementary and Hardisty Junior High of the Public System. Following the piloting of the questionnaires several revisions were made to them on the basis of comments made by the students during their completion. The revised formats are to be found in the preceding appendices.

While detailed statistical analysis was not applied to these pilot forms, the results are still of interest, and it was thought to be advisable to include them in an appendix, especially since these are the only results from Public schools in the Edmonton area. The form of reporting will be somewhat less formal than was the case with the final questionnaires. For ease of reference, the corresponding item number on the final questionnaires is given in brackets following each question except in Part One.

Part One Students's Perception of His or Her Own Progress

Students were asked to check as many statements from this part of the questionnaire as they felt coincided with their point of view. The results given below in per cent represent the per cent of the students in each school who checked the statement in question.

	Father Lacombe	Lendrum	Hardisty	St. Cecilia
1. I am getting good marks in French.	93.1*	56.0	40.74	31.58
2. I can do tests in French without too much trouble.	-	76.0	62.96	63.16
3. I am able to keep up with the rest of the class.	100.0	88.0	77.77	73.68
4. I am satisfied with my progress in French.	100.0	76.0	44.44	57.89
5. My marks in French are just average.	6.9	72.0	37.04	47.37
6. I am having a lot of trouble with French.	-	0.0	7.4	15.79

*This school has no formal testing in French.

	Father Lacombe	Lendrum	Hardisty	St. Cecilia
7. My marks in French are not very good.	-	4.0	18.52	31.58
8. My marks in French are not as good as my marks in my other subjects.	6.9	24.0	29.63	42.1
9. My marks in French are about the same as my marks in my other subjects.	86.21	48.0	44.44	36.84
10. My marks in French are better than in my other subjects.	6.9	8.0	14.81	15.79
11. I have to work very hard in French.	20.69	36.0	22.22	42.1
12. I'm hoping to drop French next year.	6.9	8.0	25.93	36.84
13. I do not have to work very hard in French.	72.41	40.0	40.74	52.63
14. I think that I could go faster than the rest of the class.	31.02	8.0	14.81	21.05
15. I am having a hard time keeping up with the rest of the class.	0.0	8.0	7.4	21.05
16. I should like to work at my own speed and not have to keep up with the rest of the class.	3.45	24.0	14.81	26.31
17. I should like to be able to work at my own speed and go faster than the rest of the class.	24.14	4.0	18.52	15.79
18. The class is going at just the right speed for me.	79.31	84.0	62.96	63.15

Part Two Attitudes to Existing Programs

For the most part the information sought in this pilot form is to be found in Study Eight in the revised form for the actual classes which were finally used. For the sake of convenience, the numbers in brackets after each question refer to its corresponding item in the revised forms, most frequently to be found in Study Eight, but also in other studies. Here again we have used the 'X' designator to facilitate cross-referencing.

Instead of providing a statistical analysis, items have been grouped on the basis of the number of schools, levels of instruction, school boards, or 'No Discernible Pattern.' In the case of the first item, which is further divided into 'Total Concensus' and 'Total Concensus Except for One School', to indicate the direction of opinion more clearly the wording of the original item has been changed to make the statement read as having been agreed to by all parties. An example follows:

16. French class periods should be shorter.

All classes disagreed with this, but rather than confuse the issue by putting "Agree" "Disagree" in front of each statement, it was thought to be simpler to make all statements read as though the classes agreed with them. In the case of the item mentioned above, it will appear below as:

16. French class periods should not be shorter.

Total Concensus of Opinion

2. The sentences that we are learning will be useful in real-life situations. (8.2)
3. It's very important to develop good pronunciation. (8.2)
4. The teacher always makes it clear to us how we shall be able to use the French sentences which we are learning in conversation with a French person. (not used in revised questionnaire)
16. French class periods should not be shorter. (8.14)
18. I find the oral drills that we do in class very helpful. (8.16)
21. We are learning to speak the language. (8.18)
22. A course like the one that we are taking is very good for helping people to learn to understand French. (8.19)
23. We do not do more talking in French than the teacher does. (8.20)
27. I do not use the take-home records that go with our course very much. (8.24)
29. We do not learn too much new material every day. (8.26)
30. I'd like to have a French-English dictionary. (8.27)
34. I would not like to go faster in the course than we are now. (X.8)
37. I am not having difficulty in repeating after the tapes. (8.32)

3. A course like the one that we are taking is very good for helping students learn to speak French. (8.34)

40. I like the pictures which our teacher uses to teach French. (8.35)

42. Once I have learned several new sentences I can usually see and understand the grammar pattern in them. (not used in revised questionnaire)

50. I do not think that the tests which we have are too easy. (8.44)

59. It is not very easy in our French course to make good marks without really learning any French. (8.5)

Concensus of Opinion With One Exception

As in the previous section, to avoid any ambiguity, the original questions have been re-worded where necessary to make very clear the position which the students in fact took. In this area, too, the school which took the opposite point of view is listed in brackets after the Study Eight reference number.

1. The teacher does not try to cover the material too quickly. (8.1) (St. Cecilia)

5. A course like the one that we are taking is very good for helping people learn to write French. (8.4) (Lendrum)

9. By the end of Grade Twelve I think that I would have trouble living in a community where everyone speaks French. (X.13) (Father Lacombe)

10. I do not find doing oral drills very boring. (8.8) (Hardisty)

11. I should like to have more opportunities to speak French with other members of the class. (8.9) (Father Lacombe)

12. I'd like to spend more time in class using French to talk about things that we are interested in, but which aren't in our texts. (8.10) (Lendrum)

13. I'd like to have a textbook for this course. (8.11) (Hardisty)

14. We have enough time in class to practice speaking French. (8.12) (Father Lacombe)

15. Most of the time I know how to answer the questions that the teacher asks me. (8.13) (St. Cecilia)

17. I'd like to have a printed copy of the sentences that we are learning. (8.15) (Father Lacombe)

20. I think that it is a good idea to have tapes with different voices speaking French. (8.17) (Father Lacombe)

24. I like it when I have to answer a question in French. (8.21) (St. Cecilia)

28. I'd like to have take-home records or tapes to practice with at home. (8.25) (Hardisty)

31. I'd like to have a dictionary with the definitions written in simple French. (8.28) (Father Lacombe)

33. I can usually understand what the teacher's explanation in French of new words means. (8.30) (St. Cecilia)

38. I should not like to spend more time doing written grammar exercises. (8.33) (Hardisty)

41. Many times I do not understand the meaning of the French sentences that our teacher is trying to teach us. (8.36) (Father Lacombe)

43. I wish that the teacher would use pictures more often to help make the meaning of the new sentences clearer. (8.37) (Father Lacombe)

47. I usually understand the meaning of what I am saying in French. (8.42) (St. Cecilia)

48. It is difficult to hear the difference between some of the sounds in French. (not used in revised questionnaire) (Father Lacombe)

51. Most of the time I understand what the questions mean that the teacher asks me. (8.45) (St. Cecilia)

52. Most of the time I understand what the teacher is saying to the class in French. (not used in revised questionnaire) (St. Cecilia)

53. I should not like to have more tests so that I might have a better idea of my progress in French. (8.46) (Father Lacombe)

54. I am not afraid to let the teacher know when I don't understand. (8.47) (St. Cecilia)

56. When we begin some new work, pretty soon I find out that I have forgotten what we learned just a little while ago. (8.48) (Father Lacombe)

58. I do not like to take tests so that I can find out the things that I need to work on because I don't really know them. (not used in revised questionnaire) (Hardisty)

Concensus of Opinion Within Grade Level

	Grade Six	Grade Nine
6. There is a lot of variety in the activities in our French class. (8.5)	Agree	Disagree
7. The materials used in our French class are very good. (8.6)	Agree	Disagree
8. Time seems to pass very quickly in French. (8.7)	Agree	Disagree

	Grade Six	Grade Nine
26. I should like to have more time to practice the sentences that are on the tapes by myself. (8.23)	Disagree	Agree
32. The time seems to drag in class when the other students are repeating after the tapes. (8.29)	Disagree	Agree
49. The people on the tapes talk too fast for me to understand. (8.43)	Disagree	Agree
55. I think that tests are given just so that we can have a mark to put on our report cards. (not used in revised questionnaire)	Disagree	Agree

Concensus of Opinion Within a School System	Public	Catholic
19. I can hear the sentences on the tapes very clearly. (8.16)	Disagree	Agree
45. A course like the one that we are taking is very good for helping people to learn to read French. (8.40)	Disagree	Agree
57. I think that I could carry on a fairly long conversation in French with someone else, providing that we talked about something that I know something about. (8.49)	Agree	Disagree

No Discernible Pattern

25. I enjoy repeating after the tapes. (8.22)
(Father Lacombe: No opinion; Lendrum and St. Cecilia: Agree; Hardisty: Disagree)

35. Once I have understood how a sentence works in French I have no trouble making up other sentences just like it. (8.31)
(Lendrum: No opinion; Father Lacombe and Hardisty Agree; St. Cecilia: Disagree)

44. I wish that the teacher would explain the new sentences to me in English. (8.39) (Lendrum and St. Cecilia: Agree; Hardisty and Father Lacombe: Disagree)

46. I think that it helps me a lot to have to repeat after the tapes. (8.41)
(Hardisty: No opinion; Father Lacombe: Agree; Hardisty and St. Cecilia: Disagree)

Part Three Student Reaction to Suggested Activities

The first part of this series of questions had to do with the content of the cultural section of the proposed future programs, while the second part dealt with oral speech. It was later decided not to include this section in the final questionnaire owing to the need to cut down on the length to a very considerable degree.

Question 1 I should like to learn about French-speaking people of all ages who live in ....

Comment - Strong preference was shown for France and Quebec (33% and 27%), while Alberta and other French-speaking areas received only 20%.

Question 2 I should like to study about people my own age who speak French and live in . . . .

Comment - Students showed a preference for France first (33%), Quebec and other parts of the French-speaking world (25% each), and Alberta (17%).

Question 3 The pictures that we use in our French class should be taken in . . . .

Comment - There was little difference between the various areas. France (37%), Other parts (33%), Canada (29%)

Question 4 I should like to be able to understand French as it is spoken in

Canada (55%) France (45%).

Question 5 I should like to be able to speak French as it is spoken in

Canada (55%) France (45%)

Recommendation

That any future programs include a strong component that will help Anglophone students comprehend dialectal Canadian French speech.

Part Three (continued) Analysis of Questionnaire Items Relating to Suggested Activities

While cross-referencing to the revised questionnaire is not provided in this part of the survey, the topic headings remain basically the same. Reference should be made to Study Nine in the earlier part of this report.

Culture

Strong preference was expressed for films and filmstrips about the daily lives of French-speaking people. A great deal of interest was expressed in having resource people talk to the class about their own lives in French speaking areas. Interest was expressed in corresponding with French-speaking people.

Strongly negative opinion was expressed about listening to the teacher talk about French-speaking people or about the history of these people. Three out of the four schools expressed a similarly negative attitude toward the studying of their art, music, and literature. The fourth, Father Lacombe, was very positive about the idea.

Presentation

Strong support was expressed for having the teacher explain how French sentences are constructed, and for having the French sentences being learned available in printed form. Except for Hardisty, interest was expressed in having a Voix et images-type presentation of new material, i.e., reference to a filmstrip and its accompanying tape. Except for Lendrum all expressed a wish to have a brief explanation of the new material in English before it was drilled.

Meaning

Considerable interest was shown in having the teacher say in English what the new sentences meant, and for playing tapes with a variety of voices on them. The same held true for watching TV or films with French soundtracks. In general, the classes did not want to look up the meaning in a book, and the two elementary school classes did not want to see it by means of an overhead projector, but the junior high classes did. The two public schools did not want to do away with the filmstrips. All wanted meaning conveyed by a variety of methods.

Repetition

All classes were in favor of having the teacher act as the model, and all but one were equally in favor of having the sentences presented on tape. Opinion seemed to favor one-person-at-a-time repetition either after the

teacher or after the tape. Probably as a result of how they were taught, the Catholic schools favored group repetition, while the Public schools did not.

Drill Activities (Acquisition)

The four groups were strongly in favor of acting out the dialogues. They were generally in favor, but not to the same degree, of pattern drills, question-answer work, and only slightly in favor of memorizing new sentences.

Except for St. Cecilia, all classes were against reading aloud. The Catholic schools were in favor of copying new sentences in their notebooks; the Public schools were opposed.

Only weak agreement with the 'retrouver le commentaire' type of activity was expressed.

Drill Activities (Communication)

Very strong interest was expressed in preparing and acting in skits and plays in French, in producing puppet plays, playing games in French, and in talking in French with someone who knows the language. Some interest was offered in describing a picture or a series of pictures, in describing their own lives or interests, and in creating their own dialogues, although the Grade Nines expressed some reluctance about this last activity.

They were against summarizing stories, providing written captions for pictures, or to some extent asking questions about stories with which they'd been working. They were violently opposed to giving an oral report or composition in front of the class.

Reading

Owing to rather limited exposure to this activity, the elementary school students may not have known totally what they were talking about.

Junior high school students were very much in favor of reading fiction, student magazines such as Bonjour, and three out of the four classes were interested in making up their own newspapers or magazines in French. The same applied to reading plays in French.

Strong disinterest was shown in reading poetry or in reading magazines for French-speaking people, such as Paris Match. Very mild interest was expressed in reading French-language newspapers by all but one class.

Writing

The same comment which was made about the elementary school children

and reading applies here with equal force.

Junior high students were very much in favor of fill-in-the-blank exercises, dictees, and to a lesser extent, copying from the board. All were against written compositions, and only one class was in favor of writing poetry (Father Lacombe). The junior high students were against writing captions for a picture, while the elementary school students were in favor. Except for one junior high school, all showed mild interest in preparing material for a school magazine or newspaper in French.

Music

The extent to which students supported these activities appears to depend on their own experience with music in French. All classes except for Hardisty were in agreement as to their position on these activities.

All were against writing their own songs in French. Three out of the four, as mentioned above, were very much in favor of listening to and singing folk songs, S t Cecilia only mildly so. With the one exception, all were in favor of singing songs from Quebec or from France, but Father Lacombe was not in favor of listening to modern music from either of these areas.

Language Laboratory

Although none of the schools involved had such an installation, I should conclude on the basis of discussion with them that they were familiar with the concept.

With the exception of taking tests, and even the elementaries were prepared to go along with this, every other activity listed received support: listening to tapes, doing oral drills, repeating sentences, watching filmstrips, and listening to commentary.

Part Four Classroom Preference

No results are given for Father Lacombe in view of the fact that many students in this school did not have time to complete this part of the questionnaire through no fault of the school. Reference should be made to Study Ten for comparison.

Classroom One	Classroom Two	Classroom Three
Lendrum 44.44	Lendrum 38.88	Lendrum 61.11
Hardisty 11.11	Hardisty 33.33	Hardisty 92.592
St. Cecilia 15.79	St. Cecilia 5.263	St. Cecilia 52.63

Part Five Written Comments

Likes

Lendrum - The teacher's patience when children did not understand was mentioned over and over again as was praise for the wide variety of activities that went on in that classroom. Songs and games were also very popular.

Father Lacombe - The puppet plays that the teacher had been using were mentioned by almost every child with comments that showed a great deal of enthusiasm. The games employed also came in for favorable comment.

Hardisty - The students felt that the teacher was really one of the group, and were very positive about their relationship with him. The introduction to writing, games, and discussions in French were commented on favorably.

St. Cecilia - General support for the teacher and her teaching was expressed. The students enjoyed reading the dialogues and acting in plays.

Dislikes

Lendrum - Short periods, answering questions to which you don't really know the answer, and not being able to write in French.

Father Lacombe - The short period and not enough time to watch French movies and French-language television programs.

Hardisty - The filmstrip and the amount of time spent on it was mentioned several times. A wish for some time to be spent on culture was expressed. The same daily routine (probably a factor of the Voix et images program) was criticized.

St. Cecilia - Several mentioned problems with comprehension.

Changes

Lendrum - Longer periods, clearer test tapes, slowing the tapes down, introducing writing.

Father Lacombe - More time for French, more reading, more puppet plays.

Hardisty - A variety of other activities was mentioned in the hope that they could spend less time on the filmstrips. Several suggested a change to Classroom Three (Study Ten).

St. Cecilia - More work in small groups, more films, and more emphasis on comprehension.

Appendix Ten THE LETHBRIDGE STUDY

I am very much indebted both to Mrs. Johanna C. Vander Beek of Lethbridge Collegiate Institute who devised the questionnaire and to her Superintendent, Dr. R.B. Plaxton for permission to use the findings. In the interests of space there has been some abridgement. The material was sent to me when it became clear that it would be impossible to conduct any part of the study in Lethbridge.

Survey of Enrolment in French Classes at L.C.I.

	1972-73	1973-74	1974-75	1975-76 (Projected)
French 10	89	87	87	121
200*	69	19	36 (French 10X)	15
	158	106	123	136
French 20	115	66	45	71
				21 (20X)
				92
French 30	116	95	61	41
French 31		4		1

* local number

I should like to quote from a statement prepared by Mrs. Vander Beek which outlines both the problem and the steps which were taken to attempt to find out its cause.

"In November, 1974, when students were asked to indicate which courses they would like to take in the 1975 spring semester, a startling discovery was made, i.e., only 8 students signed up for French 20. That in spite of the fact that there had been 4 French 10 classes with more than 80 students in the 1973-74 school year, and only some 38 students were taking French 20 in the 74 fall semester. Two questions arose immediately: what had happened to the 40 students and why did so many not wish to continue their study of French.

"To find out it seemed best to ask the students involved by means of a questionnaire. When discussing the problem with Dr. G. Bevan, Director of Curriculum and Instruction, he offered his, as well as the services of Mrs. Albiston, Humanities Coordinator.

"Although the original intent was to contact only 40 students it appeared prefereable to administer the questionnaire to a sample of students (hoping the sample would include many of the 40) as well as to students actually enrolled in French. Hence two types of questionnaires were developed: form A for French students, and form B for students not enrolled in French. The two types of questionnaires were administered in December 1974."

The results of the two questionnaires just mentioned are given below in somewhat abbreviated form. Teachers wishing to consult the original questionnaire should apply to Mrs. Vander Beek. Any errors which may have crept in are my own.

Questionnaire on French - Form A

8. I am planning to take French next year. Yes 82.35% No 17.65%

10. Indicate whether or not each of the following persons influenced you in choosing to study French.

a. your parents 65.96

b. your friend(s) 12.76

c. your high school counsellor or teacher 17.03

d. other 4.25

11. What were your reasons for choosing to study French? For each item given, rate the importance it had for you by circling one of the three numbers as follows:

[n = 55 except where a student left it out.]

1. very important
2. slightly important
3. unimportant

a. French seems easier than other subjects I could have taken.	1.	1.92	2.	19.23	3.	78.85
b. French seems of great importance in today's world.	1.	38.18	2.	54.55	3.	7.27
c. French will probably be useful in getting a good job some day.	1.	46.43	2.	41.07	3.	12.5
d. French will be useful in my probable field of study (e.g.) medicine, law, graduate work,etc.	1.	35.71	2.	42.86	3.	21.43

e. I want to visit the country where French is spoken.	1. 40.0	2. 36.36	3. 23.64
f. I want to understand better the people who speak French and their way of life.	1. 23.65	2. 45.45	3. 30.9
g. French will enrich my background and broaden my cultural horizons.	1. 32.73	2. 45.46	3. 21.81
h. French is (or was at one time) spoken by my relatives or persons close to me.	1. 5.45	2. 20.0	3. 74.55
i. Knowledge of French will add to my social status.	1. 7.27	2. 27.28	3. 65.45
j. It is required for University entrance.	1. 52.73	2. 30.9	3. 16.36

12. (Please react to questions 12 to 25 in terms of the French course you are now studying).

Indicate the extent to which you are satisfied with each of the following aspects of French by circling one of the three numbers as follows:

1. quite satisfied
2. fairly satisfied
3. dissatisfied

a. the type of skills you were taught in the course.	1. 52.73	2. 43.64	3. 3.63
b. the text you have used.	1. 40.0	2. 52.73	3. 7.27
c. the classroom activities.	1. 36.36	2. 49.09	3. 14.55
d. the language laboratory.	1. 40.0	2. 43.65	3. 14.55
e. the homework you were assigned.	1. 20.0	2. 45.45	3. 34.55
f. the readings you were assigned.	1. 25.45	2. 61.83	3. 10.91
g. the outside opportunities you have had to practice the language, (e.g. conversing with native speakers, listening to radio broadcasts, reading magazines,etc.	1. 12.73	2. 29.09	3. 58.18
h. the information you received from your teacher as to how you were progressing in the course.	1. 14.56	2. 50.9	3. 32.73

i. the way your progress and achievement were evaluated.	1. 21.82	2. 56.35	3. 23.64
j. the overall amount of time you were given for study.	1. 14.55	2. 50.9	3. 34.55
k. the semestering of French classes.	1. 49.09	2. 20.0	3. 29.09
l. the length of your daily French period (87 minutes instead of 40).	1. 43.64	2. 29.07	3. 27.27
m. the teacher's personality	1. 63.63	2. 30.9	3. 5.45
n. the teacher's ability to speak the language.	1. 96.36	2. 3.64	3. 0.0
O. the teacher's ability to help you (his/her helpfulness)	1. 41.81	2. 47.27	3. 12.72
p. the teacher's availability for consultation outside the regular classroom.	1. 45.45	2. 41.82	3. 9.09

(Questions 13 to 19 were answered on a 'Yes', 'No', 'Can't Say' basis)

	Yes	No	Can't Say
13. Do you feel the teacher placed too much emphasis on speaking correctly at all times?	1. 98.18	2. 1.82	3. 0.0
14. Would you have found it useful to be able to use French more to express your thoughts even if it meant speaking incorrectly?	1. 45.45	2. 29.09	3. 25.45
15. Do you think it's necessary to be able to speak a language correctly (pronunciation, grammar) in order to be able to communicate in that language?	1. 69.09	2. 20.0	3. 10.91
16. Do you think students should have a greater say in the content of courses in mathematics and science?	1. 18.18	2. 50.9	3. 30.91
17. Do you think students should have a greater say in the content of French courses?	1. 49.09	2. 30.91	3. 16.36
18. Would you have liked to spend more time discussing the culture of French people?	1. 61.83	2. 27.27	3. 9.09
Discussions in French?	1. 56.36	2. 27.27	3. 16.36
Discussions in English?	1. 63.64	2. 23.65	3. 10.91

19. Could you have accomplished more if the French course you took had been organized in a different way? If 'Yes' describe briefly the suggestions you have (e.g. more or less structure in class, more or less explanations in grammar, more or less drills, more or less use of English, etc.). 1. 33.93 2. 28.57 3. 38.18

20. How enjoyable do you find the study of French?
Very enjoyable 29.79 Slightly enjoyable 46.81 Not enjoyable 23.4

21. Do you feel at ease when making use of the skills you are learning in French?

	Yes	No	Not Sure
a. in listening	60.0	27.27	12.73
b. in speaking	21.62	50.9	27.27
c. in reading	83.64	10.9	5.45
d. in writing	43.64	49.09	7.27

22. To what extent are you in favor of the following: In each case circle one of the three numbers.

1. very much in favor
2. slightly in favor
3. not in favor

a. beginning the study of French in elementary school.	1. 78.18	2. 10.91	3. 10.91
b. having three years of French in Junior High School.	1. 74.08	2. 20.38	3. 5.55
c. having three years of French in Senior High School.	1. 73.08	2. 21.15	3. 94.55
d. eliminating the teaching of French in our schools.	1. 0.0	2. 5.45	3. 94.55

22. Some people feel uneasy, or are afraid to make mistakes, or to sound ridiculous when they try to speak French. How often do you tend to feel this way yourself?

Always 23.64 Occasionally 70.91 Never 7.27

23. In these situations, to whom do you attribute any uneasiness? Check all those that apply to you.

mostly to yourself 40.0 mostly to other students in the class 33.75

mostly to the teacher 15.0 don't know 11.25

****

Questionnaire on French - Form B

(to be completed by students who are not taking French this year (either semester))

8. I am planning to take French next year. Yes 5.0 No 92.0

10. Indicate whether or not each of the following persons influenced you in choosing to study French.

a. your parents 47.0 b. your friend(s) 16.0 c. your high school counsellor or teacher 28.0

11. What are the reasons you are not studying French this year? Check all of the reasons that apply to you.

a. It is not required for University entrance. 53.0

b. No one ever told me to take French. 5.0

c. It was suggested to me that I take French but I am not convinced of its value. 42.0

d. There is not enough time to take French, as I am busy with too many other courses I have to or want to take. 42.0

e. I think a French course would be too difficult. 36.0

f. I do not like the French teachers. 16.0

g. I do not like the way in which French is taught in my school. 47.0

h. I want to take a foreign language, but the one I am interested in is not offered in my school. 16.0

i. People whose judgment I trust are against it. 0.0

12. If you have been taking French, but are not continuing your study of French, indicate the extent to which you were satisfied with each of the following aspects by circling one of the three numbers as follows:

1. quite satisfied
2. fairly satisfied
3. dissatisfied

a. the type of skills you were taught in the course.	1. 11.0	2. 69.0	3. 19.0
b. the text you have used.	1. 22.0	2. 53.0	3. 22.0
c. the classroom activities.	1. 16.0	2. 44.0	3. 36.0
d. the language laboratory.	1. 28.0	2. 36.0	3. 33.0
e. the homework you were assigned.	1. 8.0	2. 42.0	3. 47.0
f. the readings you were assigned.	1. 8.0	2. 58.0	3. 25.0

g.	the outside opportunities you have had to practice the language (e.g. conversing with native speakers, listening to radio broadcasts, reading magazines, etc.)	1.	5.0	2.	11.0	3. 83.0
h.	the information you received from your teacher as to how you were progressing in French.	1.	19.0	2.	38.0	3. 42.0
i.	the way your progress and achievement were evaluated.	1.	25.0	2.	56.0	3. 19.0
j.	the overall amount of time you were given for study.	1.	8.0	2.	64.0	3. 25.0
k.	the semestering of French classes.	1.	19.0	2.	53.0	3. 22.0
l.	the length of your daily French period. (87 minutes rather than 40 minutes).	1.	16.0	2.	42.0	3. 42.0
m.	the teacher's ability to speak the language.	1.	58.0	2.	25.0	3. 16.0
n.	the teacher's personality.	1.	33.0	2.	33.0	3. 33.0
o.	the teacher's ability to help you learn (his/her helpfulness).	1.	25.0	2.	28.0	3. 47.0
p.	the teacher's availability for consultation outside the regular classroom hour.	1.	36.0	2.	44.0	3. 11.0

		Yes	No	Can't Say
13.	Do you think students should have a greater say in the content and method of courses in mathematics and science?	39.0	36.0	25.0
14.	Do you think students should have a greater say in the content and method of French courses?	61.0	14.0	25.0
15.	Do you wish you could speak French like a native speaker?	75.0	25.0	
16.	If you had to stay in another country for an extended period of time, would you make a great effort to learn the language spoken there even though you could get along in English?	64.0	8.0	28.0

17. Do you think it is important for Canadians to learn French?

Yes 44.0 No 31.0 Can't Say 25.0

18. How enjoyable did you find the last French course you took?

Very enjoyable 8.0 Not enjoyable 42.0 Slightly enjoyable 47.0

19. In your judgment, do the following people consider French study important?

	Yes	No	Can't Say
a. Your parents.	42.0	36.0	22.0
b. Your friends.	14.0	58.0	28.0
c. Your High School teachers other than the foreign language teacher.	28.0	14.0	58.0
d. Society as a whole.	19.0	42.0	39.0
e. Yourself.	44.0	44.0	11.0

20. To what extent are you in favor of the following? In each case circle one of the three numbers.

1. not in favor
2. slightly in favor
3. very much in favor

a. beginning the study of French in Elementary School.	1. 22.0	2. 31.0	3. 47.0
b. having three years of French in Junior High School.	1. 14.0	2. 36.0	3. 50.0
c. having three years of French in Senior High School.	1. 14.0	2. 50.0	3. 36.0
d. eliminating the teaching of French in our schools.	1. 78.0	2. 14.0	3. 8.0

21. When you last took French did you feel at ease when making use of the skills?

	Yes	No	Can't Say
a. in listening.	39.0	47.0	14.0
b. in speaking.	33.0	56.0	11.0
c. in reading.	50.0	44.0	5.0
d. in writing.	22.0	75.0	3.0

22. Do you agree with the notion that to be good in French you have to have a special talent for it?

39.0 50.0 11.0

If 'Yes' how much of this special talent do you think you have?

Above average 8.0 Average 14.0 Below average 16.0 Don't Know 8.0

23. A whole-hearted commitment to the study of French and the culture of French people endangers one's own cultural identity.

Yes 5.0 No 64.0 Can't say 28.0

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Appendix Eleven EDMONTON CATHOLIC SCHOOLS - GRADE SEVEN STUDY

During the 1974-75 school year the Edmonton Catholic Schools piloted new programs in French as a second language at the Grade Four, Grade Seven, and Grade Ten levels. At the request of Miss Marie-Louise Brugeyroux, the Supervisor of Modern Languages, it was decided to carry out a program of evaluation in one Grade Seven class which happened to be located in the same Junior High School as one of the Grade Nine classes which was to be tested. It was felt that the questionnaires might prove too complicated for the Grade Fours who were in their first year of French, and a tight testing schedule prevented any testing of the Grade Ten classes.

The results are given below. All figures are in terms of averages.

n = 9

Test One - Comprehension Coefficient (No Visual Cues)

1.316

Test Two - Comprehension with Visual Cues

Questions Understood 3.95 Answers Given 3.0

Test Three - Task Completion (Specified)

Tasks Accomplished 2.125 Comprehension-Affectin Errors 3.125

Errors Not Affecting Comprehension 2.875

Test Four - Descriptive Ability With Visual Cues

Total Words 30.0 Different Lexical Items 16.25

Errors Affecting Comprehension 2.375

Errors Not Affecting Comprehension 2.875

Different Structures Used 1.75

Average Number of Grammatical Elements Per Structure 3.313

Index .171

Test Five - Question-Asking Ability

Questions Asked 3.5

Answers Understood 3.75

Number of Different Interrogative Structures Used 2.375

Answers Based on the Questions Contained in Appendix Seven

Since the language spread of the parents of the students answering the questionnaire is very similar to that already described for their Grade Nine counterparts in the same school, I do not intend to discuss this aspect. The remaining questions are described in synopsis fashion below. The reader who wishes to check on the wording of the actual question involved should refer to Appendix Seven. The question numbers are the same in both cases.

1. Perception of marks in French.

   Very good 24.14 per cent Average 68.97 Not very good 6.96

2. Marks in French compared with other subjects.

   Not as good 24.14 About the same 62.07 Better 13.79

3. Difficulty in keeping up with the class.

   Having a hard time 10.35 No problem 86.2 Could go faster 3.45

4. Desire to work at own speed.

   Not go as fast as class 17.25 Go faster 6.89 Fine as is 75.86

5. Satisfaction with progress in French.

   Satisfied 79.31 Having difficulty 20.69

6. Plans to continue with French.

   Plans to drop it 27.59 Plans to keep on 72.41

7. Liking for the subject.

   Likes very much 10.34 Likes 58.62 Dislikes 17.24 Hates 0.0
   No opinion 13.79

8. Curriculum Priorities in French.

   Speaking 31.73 Comprehension 29.52 Writing 15.13
   Cultural Understanding 12.92 Reading 10.7

9. Perception of ability to exist in a French-speaking community.

   Yes 34.48 No 10.34 Don't Know 55.18

Appendix Twelve ALBERTA MODERN LANGUAGE STUDY - Teacher Questionnaire

While your class is taking part in our survey, we'd be grateful if you would answer the questions contained in this questionnaire.

Part One - General

1. My school is located in
   a. Edmonton or Calgary _____
   b. Other city _____
   c. Town or county _____

2. I teach in a(n)
   a. Elementary School _____
   b. Junior High School _____
   c. Senior High School _____

3. The school has
   a language laboratory
   does not have

Part Two - Teaching Responsibilities

Please check off the French courses which you are teaching or have taught during the 1974-75 school year.

French Grade Four _____	Seven _____	French 10 _____	11 _____
Five _____	Eight _____	20 _____	21 _____
Six _____	Nine _____	30 _____	31 _____

Other _____

Approximately what percentage of your time is spent teaching French?

1974-75 _____% 1973-74 _____% 1972-73 _____%

What other subjects have you taught during the past three years?

_____

For how many years have you been a) teaching? _____

b) teaching French? _____

Would you prefer to teach other subjects a) as well as French? yes ____ No ___

b) instead of French? yes ____ No ___

Please name the French programs which you are using this year

a) _____ b) _____ c) _____

Please express your satisfaction or dissatisfaction with them on a five-point scale as follows: 1) extremely satisfied 2) satisfied 3) no opinion 4) dissatisfied 5) extremely dissatisfied.

Program a) _____ Program b) _____ Program c) _____

You may wish to comment further about this. Please feel free to do so on the back of this page.

Part Three - Professional Preparation

Have you taken any formal courses in the methods of teaching a modern language?

How many? Where? When?

In which of the following activities related to modern language teaching have you participated during the past five years? (check as many as apply)

Summer School and/or Evening Credit Courses

Institutes and/or Workshops (more than a day in length)

Day-long or part-day In-service Sessions

Travel or Study in a French-speaking area

Regular reading of professional journals related to modern languages

Other (please specify)

We are very concerned about facilities for in-service training. What do you see as the major need in this area?

Below are some possible ways in which in-service might be achieved. Please check off the ones that appeal to you most. Any additional comments which you might wish to make (on the back) would be very much appreciated.

one-day workshops

university courses

videotaped programs on a single topic

three-day crash programs

week-long, all-day Institutes (Summer)

videotapes of other teachers working with the same program

reprints of selected articles from professional journals

other (please specify)

Part Four - Objectives

You've probably noticed that when the new courses of study came out the objectives were in a slightly different order. We'd like to find out the priority which you assign to the basic skills. Please read the objectives listed below, then place a 1 beside the one which you feel is most important, a 2 beside the second, and so on.

a. To be able to write the language.

b. To be able to speak the language.

c. To be able to learn about the people who speak the language (i.e. cultural understanding.

d. To be able to understand the language when it is spoken.

e. To be able to read the language.

THANK YOU VERY MUCH FOR YOUR HELP